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ABSTRACT

This report is a description and analysis of the 4-H Community Resource Development Program (4-H/CRD). It is based on the proposition that youth activity can be motivated by the prospect of influencing community decisions and outcomes and that the subsequent related activity will be productive of participatory skills of lifelong value in an industrially mature society. In this report of 4-H/CRD in nine counties of West Virginia, data are analyzed and described in terms of the principal participants in the program: the 4-H staff, the youth, and, to a lesser extent, certain groups of adults such as community leaders and volunteer leaders. All of the data were gathered between 1973 and 1975. The researchers attempted to conduct their work in such a way as to provide continuous feedback to the program staff. The final report of the research was intended to provide some indication of the probability of success in extending this particular type of program within West Virginia's overall 4-H program in the future. Conclusions and recommendations are presented. (Author/MC)

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WEST VIRGINIA 4-H COMMUNITY RESOURCE DEVELOPMENT

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4-H CRD Final Evaluation Report

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PREFACE

This is the final report of a study of an experimental attempt to involve 4-H youth in community resource development in West Virginia.

The 4-H Community Resource Development Program was initiated in 1973 on a limited basis. Its emphasis was not focused on attracting new clientele but, rather, experimenting with new kinds of 4-H activity.

The University's Office of Research and Development was asked to evaluate the program as part of the Office's extension related program. While the Office of Research and Development's researchers and the 4-H staff are not located in the same organizational division of West Virginia University's Center for Extension and Continuing Education, the research has been conducted as a cooperative venture between the Office and the State's Cooperative Extension Service, particularly those concerned with youth development at the local, area, and state levels. Special thanks are given to all those Cooperative Extension Service staff who were involved in the program work included in the research. They are to be admired for their professional competance and insistence on the use of science for the help it provides in the achievement of excellence. Finally, we would like to acknowledge for special credit Mr. Win Merriam of the State 4-H staff for providing much greatly needed information and insight.

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CHAPTER 1

INTRODUCTION

The 4-H Background

The initial motivation for the organization and refinement of the 4-H Program in the United States was provided by the observation early in this century of the failure of the formal education institution to provide benefits to rural farm youth comparable to those obtained by youth in larger towns and cities. The failure was not so much attributed to curriculum, materials, and physical facilities and equipment differences, though these did exist to varying degrees, as it was to the comparative inability of farm youth to adapt to the social and psychological requirements of formal learning. They were neither as likely to respond to the incentives around which the formal educational process was organized, nor as likely to come to the schools with the skills for forming and maintaining the relatively impersonal relationships which formal schooling required. The 4-H Program was an experimental effort which developed into an institutional means of more effectively relating rural farm youth to the formal education system through assisting them to see the value of, and acquire the skills necessary for, secondary associations.[1]

Although the theoretical basis for 4-H was not carefully worked out prior to program efforts earlier in this century, and even today is often given only superficial attention, it has always rested on a sound intellectual foundation. At that time, the economy was developing in such a way that agricultural production was becoming more and more complex; rural farm youth were being confronted by the need to migrate to the industrializing areas even though the reasons for these changes were not widely understood at the time. Both of these trends produced a need for rising educational attainment. Among rural farm youth, enhancement of the effectiveness of formal education required skill development which could occur only as the result of extra-family activity. The 4-H program provided the environment which motivated that activity through its emphasis on agricultural and farm homemaking skills. At that time these skills were of significant immediate economic value as well as cultural and social value, even though their economic utility would be diminished for many with the passage of time. The 4-H program organized and maintained this activity, the true educational strength of 4-H, by the application of meaningful projects and clubs. The success of the program is now widely acknowledged to have been a substantial contribution to America's technological progress and human resource development. Unfortunately, though, 4-H is an agricultural program in the minds of many, whereas in fact it always has been a youth development process which was programmed in terms of agricultural interests.

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[1] By secondary associations we mean formally structured relationships necessary for the attainment of goals external to the group itself which require collective action based on mutuality of interest.

The need for youth development today is as strong as it ever was, perhaps even stronger. Moreover, this need will never be met entirely by the formal education system since, by its very nature it is a conservative mechanism necessarily based on dominent cultural values and related realities which are common across socio-economic lines. Something else is needed to satisfy special needs and interests which are of significant social value. It is believed that 4-H is well equipped by virtue of its well established staff, experience, and accumulated knowledge to contribute to the performance of this function. Its continued survival as a national source of influence depends on its willingness and ability to identify emergent unmet adaptation requirements which confront youth and, then, assist them to rationally and effectively manage their behavior.

The Nature of this Report

This is a description and analysis of a new 4-H effort, the 4-H Community Resource Development Program (CRD). It represents one of a number of comparatively new attempts to foster youth development through 4-H, or other programs, in today's setting. It is based on the proposition that youth activity can be motivated by the prospect of influencing community decisions and outcomes and that the subsequent related activity will be productive of participatory skills of lifelong value in an industrially mature society.

In this report, we describe and analyze data dealing with the principal participants in the program: the 4-H staff, the youth, and, to a lesser extent, certain groups of adults such as community leaders and volunteer leaders, although the data pertaining to adults are derived from secondary sources, the staff and the youth. Certain of these data, such as demographic and participation measures, are relatively objective and others, such as perceptual and attitudinal measures, are subjective. Some of the data were gathered formally through the use of records and interviews while some were derived from the researchers' records prepared while they were functioning in participant-observer roles. All of the data were gathered between 1973 and 1975, and some of it is longitudinal.[2]

The purpose of the research reported in this document was twofold. First, it was hoped that the researchers could conduct their work in such a way as to provide continuous feedback to the program staff regarding the efficiency of their efforts and seemingly fruitful ways of modifying them. Much of this was attempted through participation in staff meetings and informal conversations and some of it was attempted by the preparation and distribution of in-house interim reports.[3] Second, it was hoped that the final report of the research could provide some indication of the probability of success in extending this particular type of program within West Virginia's overall 4-H program in the future. In the last chapter of this report, which is the final report of this particular research effort, the conclusions and recommendations are presented. However, these are not expected to be final because even though the research was carefully planned and conducted, the findings still rest to a considerable extent on judgements, which may be changed as new data warrant. Much of the data for this study are limited to those obtained from the first nine counties in which CRD was introduced in 1973.[4] The program has since been extended to other counties.

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[2] "A longitudinal population study has two essential characteristics. First, it involves measurement or description of one or more characteristics of the same group of individuals at two or more points in time. Second, it involves analysis of relationships among the characteristics of these individuals at different times or of changes in one or more of their characteristics over time." Herbert S. Parnes, John R. Shea, Ruth S. Spitz, and Frederick A. Zeller, Dual Careers, Vol. 1, Manpower Research Monograph No. 21, U.S. Department of Labor, 1970, p. 3. See also, Dankward Kodlin and Donovan J. Thompson, An Appraisal of the Longitudinal Approach to Studies of Growth and Development, (monographs of the Society for Research in Child Development, Inc., Vol. XXIII, No. 1, 1958), pp. 8, 25.

[3] James Summers, Frederick Zeller, and Norma Venable, 4-H Rural Community Development, The West Virginia Project, (Morgantown: Office of Research and Development, West Virginia University, 1973).

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[4] Indeed, much of the data, all of the follow-up data, are limited to eight of these nine counties.

CHAPTER 2

DESCRIPTION OF THE PROJECT

A Brief History of the Project

Since the mid 1960's, West Virginia University's 4-H staff has been regularly invited to think about the possibilities inherent in adopting program thrusts in new directions which would foster youth development through commitment to social goals and action along with the attraction of new participants. Response has been varied, but it cannot be said to have resulted in any new efforts on any scale large enough to change the "rural agricultural" image that has become traditional. But during that time, the stage was set for receptivity of new ideas that could be justified.

In the fall of 1971, following a disturbance after a football game in Wood County, youth extension workers and other citizens in the area concluded that this disturbance was another example of a growing gap between some youth and the rest of the community. Feelings were expressed that because of inadequate communication between youth and adults in the community, and because of lack of skills, the youth could not link their personal and social interests with the socially accepted means of satisfying them. Accordingly, a youth action program was devised for Parkersburg (Wood County) and it was found that its implementation was associated with increased youth-adult communication and interaction leading to expanded levels of participation in community decision making and problem solving.

About one year later, in 1972, special emphasis funding became available from USDA to support an increased thrust for youth programming in both urban and rural areas.[5] The basic intent of the increased rural thrust was to involve youth in aspects of rural community development. Thus, the West Virginia 4-H Community Resource Development Program (4-H/CRD) was started and its foundation was the Parkersburg model with appropriate modifications for wider application.

While it was originally envisioned that 4-H/CRD would be introduced initially in 12 counties,[6] it was actually introduced in only nine: Hancock, Upshur, Cabell, Putnam, Mercer, McDowell, Wood, Preston, and Pocahantas. Beginning with these counties in January and February, 1973, all of which received special financial assistance for a one year period, the 4-H/CRD program was subsequently extended to other counties without special financial help in pursuance of the goal of incorporating such new efforts into the regular 4-H Program throughout the state. While this goal has not been abandoned, by this time it is evident that accomplishment of its extension to all of the state's 55 counties may not be appropriate and will take longer than originally anticipated. But, in any event, the research reported in this document includes only the project work connected with the initial nine counties.

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[5] The Office of Research and Development has also undertaken a longitudinal evaluation of the urban program, progress of which is reported in "Urban 4-H in West Virginia a Mid-course Evaluation." This study is scheduled for completion in 1976.

[6] The selection of these counties was the result of a complex administrative decision which was preceded by a great deal of discussion of the problems and opportunities for CRD among the State's 55 counties. (Interview with Win Meriam, Extension Specialist--4-H Programs, August, 27, 1974.)

One of the first steps taken in 1973 was the organization and conduct of a meeting which included state, county, and area staff (as well as research staff) held for the purposes of discussing CRD program goals, objectives and strategies for implementing the nine county effort.

It was decided that the overall goal of the 4-H/CRD program in the State would be:

> "to help youth become aware of community problems and to develop their abilities to take part in community decision making processes with adults through actual involvement."[7]

Considered next was the development of the working objectives for the 4-H/CRD efforts at the county level. It was decided that the program would focus on youth leadership development, and the following statement of the working or operational objectives was prepared jointly by the county and state 4-H staff:[8]

> "1. To have youth know more about and better understand the community in which they live and the impact it has on their lives.
>
> 2. To have youth know how to relate to communities in order to participate effectively in community activities, programs, and organizations.
>
> 3. To have youth develop knowledge and skills in community leadership.
>
> 4. To have youth develop and carry out significant community action projects to improve the quality of their environment.
>
> 5. To have youth develop an interest in and an appreciation for their home community."

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[7] *Ibid*.

[8] *Ibid*.

According to the state staff members who were interviewed in the fall of 1975,[9] the basic objectives and goals of the program, to eventually involve young people in the decision making processes of their communities and to help them develop a sense of community pride, have remained the same since 1973, although some counties may have interjected their own intermediate goals according to their own situational needs.

The organizational plan for achieving CRD's goals and objectives relied heavily on a division of responsibility in which the county 4-H agents were to provide leadership and guidance for the establishment and operation of the program during the first year assisted by part-time or full-time paraprofessional program aides (hereafter referred to as program assistants) the employment of whom was made possible by the special funding. Thereafter, it was planned that the day-to-day leadership of the program would be assumed by adult volunteer leaders recruited during the first year and that after the first years introduction the program would be sufficiently integrated into the regular 4-H program that special staffing and funding would no longer be necessary.

Finally, it was agreed that in order to launch the program it would be necessary to "legitimize" it in the communities and then attempt to employ a "legitimate" means of recruiting the participants. If these efforts were successful, it was hoped that the youth and the planned activities could be brought together and 4-H/CRD would at least be tentatively on its way.

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[9] Arun Basu, Program Leader, Personnel Development; Mildred Fizer, Division Leader, 4-H Youth Development; and Win Merriam, Extension Specialist, 4-H Programs. The interviews were conducted in October, 1975.

The First Steps

Following the 1973 meeting the detailed work was started at the county level. The extension agents began contacting various community leaders and explaining the program. Contacts were made with members of the county courts and boards of education, municipal government officials, business leaders, officers of civic clubs, and other community leaders. Subsequently, agents attempted to inform community leaders in a more thorough fashion to make them more aware of the program and to define their roles in becoming involved with youth for community problem-solving. This effort took approximately three to four months to complete.

Also at this time, agents hired the program assistants to aid in youth recruitment and to be available later to assist in program implementation.

After receiving the necessary approvals, contacts were made with a number of high school principals and guidance counselors to explain the 4-H/CRD program. Each principal was asked to recruit a number of juniors and seniors, including both males and females with a range of viewpoints and socio-economic and racial backgrounds adequate for representing the 4-H youth in a school and the community.[10] Approximately 252 youth initially expressed an interest in the program and a desire to participate in leadership training workshops, and of these 252 youth, 225 were registered through the schools and actually participated in initial training workshops which were held in each of the counties. A total of 352 youth eventually became involved in the program in the first year.

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[10] A copy of the recruiting questionnaire is included as Appendix I.

The 4-H/CRD Training Camps

A considerable part of the University's initial involvement in the project (1973) consisted of organizing learning experiences for the participants based on the use of camping workshops. This is, of course, a traditional technique used for youth work and is not limited to 4-H.

It was planned that after completion of the training camp activities the youth would become involved with more specific 4-H/CRD projects upon their return to school. Thus, the camps were used as the means of organizing and preparing the participants for future activity. The workshops were of varying duration, ranging between one and five days for the most part. Other workshops lasted only a half-day. The workshop programs were planned considering the local situations, community problems, and community potential. Cost of the camps for the participants varied according to their length. The cost of a four or five day camp was $15-25 per participant, while the cost of a weekend camp was approximately $10. Part of the funding was raised by the agents from local service clubs, foundations, or businesses even though in many cases these organizations had made previous commitments to funding other 4-H needs, and some of them were reluctant to make contributions for additional programs. Available 4-H funds were used to supplement contributions to cover certain educational costs, though care was taken to maintain funding levels for other ongoing 4-H programs.

Transportation to the camps, which were generally held at the county 4-H camp locations, was provided by the participants or their families. Travel distance to the camps varied but generally was 10 to 15 miles.

The length of the camps varied from one day to four or five days. The four day camp was considered by the staff to be the most productive in terms of producing continuity of theme, meeting public officials, and allowing sufficient time for concept development. In Hancock County, for example, available physical facilities for the workshops allowed for alternating hours of programming and recreation, i.e.--bowling for an hour, and then a program learning session, followed by another hour of recreation Night training sessions were used in this instance as well as in some others. But, where location or physical arrangements did not allow for camps of this length, or in counties where funding was insufficient, weekend or one day camps were held. The project staff reported that, usually, the shorter the workshop the less effective the results.

For the most part, the youth leadership training workshops held during the camps included training designed to help youth become aware of themselves and of others, develop communications and leadership skills, and improve their skills in working with small groups in problem-solving, decision-making, and other aspects of secondary group work.[11] In addition, participants were provided the opportunity to consider individual or single community problems as well as county-wide problems which directly or indirectly could affect them as individuals or as groups. The purpose of this training was to help the youth become oriented to the problems they saw in their respective communities to prepare them intellectually and organizationally for meaningful interaction with adult community leaders.

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[11] Examples of some of the leadership training materials used during the workshops are shown in Appendix II. This material includes studies of group relationships, leadership styles, and personality.

An example of a specific methodology used was to divide the participants into small groups to discuss community problems and, then, select two or three of the more important ones they felt needed to be resolved by the people in the community or the county. A method of negotiations was devised to help them reach agreement on several specific problems as well as alternative strategies to attack them. The workshops were designed in such a way that after an initial agreement was reached on community problems, the youth were exposed to a group of adult community leaders (e.g., the mayor, prosecuting attorney, president of the county court, superintendent of schools, lawyers, etc.) for face-to-face interaction relative to the identified problems. The adult leaders (who in most cases were selected to represent the community power base) and the youth discussed and negotiated as members of a combined learning group with respect to consideration of one or two important problems facing the county at that time and strategies to resolve them. It has been reported that many of the adults involved were impressed with the learning activities facilitated by the workshops.

Project Activities in the CRD Program

After completion of the camps, the youth returned to their homes and subsequently became involved in CRD projects. There were no projects in the program which were designated specifically as CRD activities in advance; projects which were consistent with the CRD program objectives of facilitating youth involvement in the community were considered appropriate. Discussions concerning the choice of projects that would most meet youth needs and interests were left to the youth groups and their adult sponsors, and as a result the types of programs and activities that were conducted or attempted in the communities varied considerably. Some kinds of activities resulted in greater degrees of project completion than others, as might be expected. However, project completion, *per se*, was not considered to be the ultimate criterion of success or failure since the experience of attempting to accomplish community projects included both research and study of the factual aspects of community problems and attempts to gain membership and/or recognition in adult decision-making bodies. Both of these activities were thought to have great potential for skill development of the kind associated with associational participation.

The varieties of projects and activities attempted is illustrated by a brief description of CRD as it developed in each of the nine counties between 1973 and 1975.

Cabell County

Cabell County has had one of the more active 4-H/CRD programs. Soon after the program was initiated in 1973, it was legitimized among approximately 45 community leaders and school personnel, and 35 youth were selected by high school counselors from the area's five county high schools. A youth leadership development camp was held in early summer and, following that, the county extension agent provided the leadership to form a CRD group in Huntington. After attending a recycling meeting held by the Extension Service, this group sponsored a demonstration recycling project. The youth, along with influential residents, used local radio and T.V. shows to present discussions of the matter. They arranged for the pickup and delivery of about 4 tons of newspaper to a recycling company. The money from this project was used for public school scholarships.

By the fall of 1973, 40 high school youth belonged to organized CRD groups in Cabell County, and these groups continued to function regularly in 1974.

This county has plans for a greater level of activity in 4-H/CRD work for 1975-76. University extension funding has become available for the employment of a 4-H/CRD paraprofessional on a part-time basis. One active CRD high school age group has been organized. Also, presentations related to CRD have been made through the high school civics class.

Hancock County

When the program was first initiated in Hancock County, the following objectives were established: (1) youth involvement in community projects; (2) youth service on planning boards and commissions; and (3) formation of a 4-H/CRD Adult Advisory Council.

In order to accomplish the first of these objectives, guidance counselors in the three county high schools were asked to recruit 40 juniors and seniors who showed leadership ability, interest in working with the community, and represented a good cross section of the student body. These 40 youth and the Extension Staff then participated in several all-night training camps, one held in June and the other in July. At these sessions participants worked on problem identification and problem solving methods and techniques in group decision making, leadership dynamics, and various simulation games. During the training camp held in June, 1973, the youth decided that their group needed a name or reference more "catchy" than 4-H/CRD, so they adopted the name TWANG (Teens With A New Goal).

After the training camp, the youth returned to their communities and established action groups which began with efforts to determine how they might fit into the community action process. These were formed in three communities--Weirton, New Cumberland and Chester/Newell.

As their first project the group in the city of Weirton conducted a survey of 50 businessmen to ascertain the extent of support for a youth employment agency. Although this project did not progress further than that, other projects that the Weirton group has sponsored have been very successful. For example, the group held a "Tag Day" and raised enough money to take 36 senior citizens by bus to a major league baseball game on Senior Citizens' Day. This project brought the group favorable publicity and improved relations with senior citizens. The group also set up an experimental glass collection station, collected 940 pounds of glass, and arranged for U.S. Army Reserves to haul it to a recycling center.

The New Cumberland 4-H/CRD group worked on a clean-up project and, after completion of their "anti-litter" work, planned to establish curbside trash cans. This group originally had only six official members but they were able to supplement their efforts by recruiting a number of friends to help finish their project.

The Chester/Newell group undertook the task of attempting to clean up Newall Park, a semi-abandoned city park. This project was forestalled by the lack of heavy equipment. The group also had the problem of keeping its members involved and interested.

"TWANG" also conducted a county-wide paper drive--each local group covered its own territory. The result was that 10 tons of paper were collected and sold. In accordance with the second objective, having youth serve on various commissions, four "TWANG" members are serving on the Brook-Hancock-Jefferson Metropolitan Commission. Also, a Mayor's Youth Council has been formed in New Cumberland.

The third program objective, the formation of a CRD Adult Advisory Council, also has been accomplished. This council, which was established to advise teens on the practicality of projects and to suggest contact people who could work with youth, has representation from the three "TWANG" groups from Hancock County.

By October, 1974, there were 80 youth involved in "TWANG." Since most of them were not regular 4-H members, this program was serving a new group of youth.

In 1975, activity continued at a relatively high level with active involvement of the "TWANG" high school group in a number of community functions. In addition, there was an on-going consumer affairs project. Since there still are active groups in Chester-Newell, New Cumberland,

and Weirton, it would appear that the original 4-H/CRD concept has probably "taken root" in Hancock County as well as or better than most of the original nine counties.

Mercer County

Mercer County established the 4-H/CRD program both at the elementary school level, (the only county to do so) and also in the Spanishburg, Bramwell, and Oakvale High Schools. The elementary youth, who were at the 6th grade level, were enthusiastic about the program and it was found that this age group was receptive to and could easily assimilate the community development and leadership concepts which were taught at the CRD meetings.

At the high school level, the Mercer County Youth Taking Action Council was officially organized during a training camp held in June, 1973. The Council provided an opportunity for high school students to discuss, plan, and implement community betterment projects in conjunction with existing organizations already dealing with community problems. By 1975, this county had raised funds for the continuing employment of a part-time 4-H/CRD paraprofessional. The central program thrusts were then in the areas of gaining the support of school administrators and principals, and organizing school clubs. The 1975 target audience for CRD in Mercer County was teen age youth, as opposed to elementary youth who were the primary audience during the programs' initial establishment in the county.

McDowell County

Students from the McDowell County high schools were recruited using the methods which already have been described for other counties. Similar training camps also were held, after which three 4-H/CRD groups were organized.

The Big Creek (War area) group consisted of 10 youth, who were interested in attempting to have dangerous buildings removed since the buildings were a safety threat to children who played around them. They found that money was not available to remove those hazards.

The Iaeger 4-H/CRD group encountered the problem of apathy among local residents insofar as community improvements were concerned.

The Welch area group had 7 members who were interested in getting more recreational facilities, especially tennis courts, for the area.

However, as of September, 1975, this county did not report having any 4-H/CRD activity. There did not appear to be any follow-up program or activity which could have been linked in any way to the original funding for CRD given to the county in late 1972.

Preston County

A 4-H/CRD training workshop was held in May, 1973, at the county 4-H camp near Bruceton Mills. Thirty youth and ten counselors (including a Program Assistant) participated. Five 4-H/CRD youth groups then were established in the county.

The Aurora group was active in terms of attendance at community meetings, which afforded them exposure to the community decision-making process in action. However, they were hampered by a lack of affiliation with community organizations which could have given them access to community development activities.

The Tunnelton group had the first project to be finished by Preston County's 4-H/CRD group. This was a comprehensive drive to inform citizens of the Tunnelton community about the upcoming school bond and school levy elections. This group also was considering the formation of a teen center in the city of Tunnelton.

As of 1975, however, there were no active 4-H/CRD programs in Preston County.

Pocahontas County

A small 4-H/CRD group was started as a school club at the county high school with the objective of attempting to understand the dynamics of leadership and community structure. It was intended that the 4-H/CRD group eventually would become involved in community activities and decision making. The group planned and participated in a weekend CRD camp, and during the Summer of 1973 members of this group were in attendance at a town council meeting.

A series of weekend retreats was planned for the Fall and the Spring of 1974.

During 1975, this county conducted a leadership development program with a large group of high school youth for a two day period. A similar type of high school program (but with a different subject emphasis) will be held during 1976.

Putnam County

In 1973, there were approximately 200 young people who participated in Putnam County's 4-H/CRD programs. Project activities of these groups varied. The Buffalo group sponsored a petition which was sent to West

Virginia's Congressmen and State government officials to expedite the receipt of Federal funds for securing a new sanitary system for the town of Buffalo. Response from governmental agencies was positive. A problem which this group encountered was the resignation of the 4-H/CRD aides, who resigned to take full-time jobs.

The 4-H/CRD group formed at the town of Eleanor decided to clean and fix-up the community swimming "hole." This project started well, but was hindered when participants had conflicts with other summer activities.

Separate groups were formed in the Teays Valley and Winfield areas, but they were merged so they could work on common interests, including beautification of the area. Their activities included removing litter from Route 34 and doing a "community needs" study.

This county had plans for a weekend camp during the Winter of 1976 stressing leadership techniques. However during 1975, only one CRD club of approximately 25 members was active.

Upshur County

The 4-H/CRD approach in Upshur County consisted of getting support for the program by personal interviews and meetings with leaders of several county organizations - including the Upshur County Court, the county public school system, city government, and the Buckhannon Jaycees. Other individuals concerned with community affairs also were contacted. Support for the program was obtained from all of these sources.

The faculty of the Buckhannon Upshur High School was used to recruit youth for the 4-H/CRD program and to contact possible adult leaders.

A training camp was held in June, 1973 after which members of the group appeared on local radio programs to publicize future CRD workshops and meetings which were to be held throughout the summer. It was hoped that with this publicity, more students would become involved and that the CRD program would be accepted by the community.

Following these actions, the CRD effort was set up in the high school as a club on the assumption that this formalization could best maintain the effort on a permanent basis. Since then, members have appeared on radio programs, attended a Board of Education meeting, expressed opinions on current issues, and attended sessions of the county court. In addition, the high school club was planning to offer lessons about local government to other high school clubs in the area with the hope of developing a civic project.

When data were obtained in 1975, a high school group of 15 to 20 youth was meeting each month with the help of a volunteer leader and the 4-H Extension Agent was acting as a resource person in an advisory capacity.

Wood County

This county has had a very active 4-H/CRD program.[12] Projects in Wood County included a "Call-A-Teen" employment referral program for county youth. This service provided youth the opportunity to earn money on an odd job basis and put homeowners who had work to be done in touch with youth who were willing to work. Some other objectives were to help youth attain good work habits, a greater sense of responsibility, and avoidance of juvenile delinquency by providing outlets for constructive actions.

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[12] See Appendix III, Wood County 4-H CRD Program for 1973.

Probably the largest and most active group in the 4-H/CRD program was the Wood County Youth Resources Council. Approximately fifty-three youth worked in a united manner to form a Parkersburg Community Youth Center. In 1973, the youth participated in a "Youth Leadership Workshop," and at the conclusion of the workshop Parkersburg Mayor William Nicely announced that he would create a "Mayor's Youth Council" to consist of eleven members and would allocate $25,000 of revenue sharing funds to the project. The Mayor's Youth Council was officially approved by the City Council and bylaws, goals and objectives were established. One especially noteworthy feature of the Parkersburg experience was the extensive news coverage given to the youth by the editor of the *Parkersburg Sentinel*. The editor was very interested and supportive of the increased role of youth in the community decision-making processes judging from the detailed newspaper accounts of the projects and the youth activities he made possible.[13]

A sex symposium, "Love and Learn," also was held in Wood County with over 1,000 young people in attendance. This program provided information to the youth on all phases of human sexuality, with emphasis on venereal disease--a growing concern in the community. The symposium included 12 hours of informal discussions and presentations. Some observers have concluded that this project provided a basis for communication between youth and professionals in the area; i.e., the social health resource people are now aware of the public interest and group dynamics of the Youth Resource Council, and the young people are knowledgeable about where they can seek help either to prevent trouble or deal with personal problems after they arise.

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[13] *Ibid*.

CRD activity continued at a good level in 1975. A training camp was held during the summer of 1975, and organized groups continued to meet on a regular basis. Youth involvement on advisory boards for various county and local agencies continued to be an important part of the 4-H/CRD effort.

Evaluation Research Methodology

A description of the West Virginia 4-H/CRD program would be incomplete without some description and discussion of the evaluation research methodology employed by the Office of Research and Development since it was an integral part of the program. The data generated and analyzed between 1973 and 1975 were "fed back" to the CRD staff as continuously as permitted by circumstances and available resources and, thus, opportunities were provided to adjust the program in accord with the observations of neutral, yet sympathetic, research staff.

The model used by the evaluators was a simple one, a modification of a simplified version of the so-called "action frame of reference." In this scheme, behavior is categorized in terms of its goals, the problems encountered which inhibit goal achievement, and the use of resources to solve these problems. The linkages between these variables are subject to a test of economic rationality in the light of normative and psychological constraints. In other words, the evaluation attempted to answer this question: given the goal of youth development in terms of acquiring associational skills, how effectively did the program staff use the resources available to them to accomplish that end?

Accordingly, the data were collected around the categories of CRD goals, problems and resources, largely in terms of the characteristics and perspectives of the participants and the staff members at state, area, and local levels. Since the intent was to permit as thorough a test of CRD as practical, the evaluation research was longitudinal in nature. This permitted the passage of sufficient time to detect behavioral change directions and rates. Because of resource limitations very little data was collected from adult volunteer and community leaders associated with CRD, and even that which was obtained was not the product of systematic design and collection techniques. This was unfortunate. The volunteer leader always has been a key ingredient in 4-H activity, and CRD is no exception to this, and the community leaders were of particular significance for an effort of this kind. Still, evaluation resources were limited and the decision was made to expend available resources to examine participants and the staff.

While some evaluation data were collected even before the CRD activities began, others were collected more or less continuously until a short time before this report was prepared. The bulk of the data was obtained during two survey periods, one in 1973 and the other in 1975. In the summer of 1973 all of the participants who attended the initial camps and workshops (225 youth) were sent mailed questionnaires.[14] Responses were obtained from 155 youth (about 70 percent). At about the same time all of the local, area, and state extension staff who were involved in the CRD program either were interviewed or asked to complete questionnaires.[15] The response rate in this case was nearly 100 percent. In addition to the survey, the evaluation research staff attended numerous administrative and program meeting at all organizational levels to obtain other related information both in the months before and after the 1973 surveys.

The second survey period was in the summer of 1975. At that time questionnaires were mailed to the 155 youth who had responded in 1973 and responses were obtained from 88 (57 percent).[16] Again, certain CRD extension staff were interviewed, including eight county agents involved in the counties in which CRD was first established.[17]

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[14] A copy of this questionnaire is presented as Appendix IV.

[15] Examples of the questions used are presented in Appendix V.

[16] The questionnaire is included as Appendix VI.

[17] Examples of the questions used are presented in Appendix VII.

CHAPTER 3

THE PARTICIPANTS

The Youth

The 4-H Program Traditionally has achieved its greatest success among rural youth who place a fairly high value on economic advancement, educational attainment, and the development of a sense of "community."[18] CRD in its first form in West Virginia was directed toward youth with the greatest probability of having these traits both in terms of its intellectual appeal (i.e. its program) and its recruitment methods. As will be shown, the results of that direction produced participants of the type which should have been expected on the average, and expected to have the greatest probability of successful experience with CRD.

Recruitment Methods

When the program was first established in 1973, almost total reliance for recruiting participants was placed on high school counselors working through the school system. In some counties this method produced the desired results but in others it did not. When difficulties were encountered most often they could be traced back to the judgments of the counselors that they lacked the time for such work in addition to their regular responsibilities. Not surprisingly, this difficulty tended to arise more often in the more urban areas.

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[18] That is, development of a sense of belonging to a community as productive of rewards in itself rather than "community development," a source of rewards _apart_ from the belonging dimension.

Although recruitment by school counselors continued to be the dominant method used in 1975, with nearly all of the county agents reporting being satisfied by its use, some changes were attempted between the two survey periods in the five counties which still had active programs in 1975. The changes were mostly in the direction of relying on recruitment assistance from the volunteer and other adult leaders and the participants themselves in combination with the counselors' efforts.

There was some feeling among a few of the agents, though, that while the methods of recruitment generally were satisfactory, they did not succeed in reaching all or even a cross section of the youth who had the most to gain from CRD. In other words, despite the initial planned emphasis on recruiting among the youth most likely to respond to traditional 4-H, there was some feeling of disappointment that more low income and other minority youth were not attracted to CRD participation. While such youth were never excluded from CRD *per se* the nature of the program was not as likely to be as attractive to them as to youth with other socio-economic charateristics and there was no offsetting policy to recruit them separate and apart from the adopted recruitment procedures. At the same time, the program staff, particularly those at the county level, had the latitude to direct their individual attention to them if they so desire and apparently some of them did according to the 1975 survey data. When asked if they had actively recruited low income and minority youth during the initial phase of the program, four agents said no such efforts had been made, two agents said such youth had been enrolled without special efforts, and the other two said that special efforts had been made. Later, however, this emphasis was increased to the point where, by 1975, agents in five of the six counties with active programs reported having made specific attempts to recruit minority youth.

Since one way or another there was some minority participation in CRD, we asked the agents in 1975 whether or not such youth were the source of any unique problems. Not surprisingly, given the nature of CRD during this period, one county agent reported they were more interested in other activities, such as athletics, and that working with them successfully required somewhat more than average levels of adult leadership. Beyond this, however, no unique problems were reported and those that were mentioned (e.g. lack of transportation, minor differences of opinion, etc.) apparently resolved themselves over time.

However, the CRD's experience with minority youth was so limited, as measured by the 1973 and 1975 survey data, that no firm conclusions can be drawn with respect to their effect on the program or the program's effect on them.

Participant Characteristics

Of the 155 youth who returned questionnaires for the 1973 survey[19] 60 percent were females and 40 percent were males between the ages of

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[19] Mercer County Elementary participants were not included in the mail survey, nor were participants from McDowell County.

13 and 19 years. Most of the youth were between 15 and 17 years of age and all had 9-11 years of educational attainment.

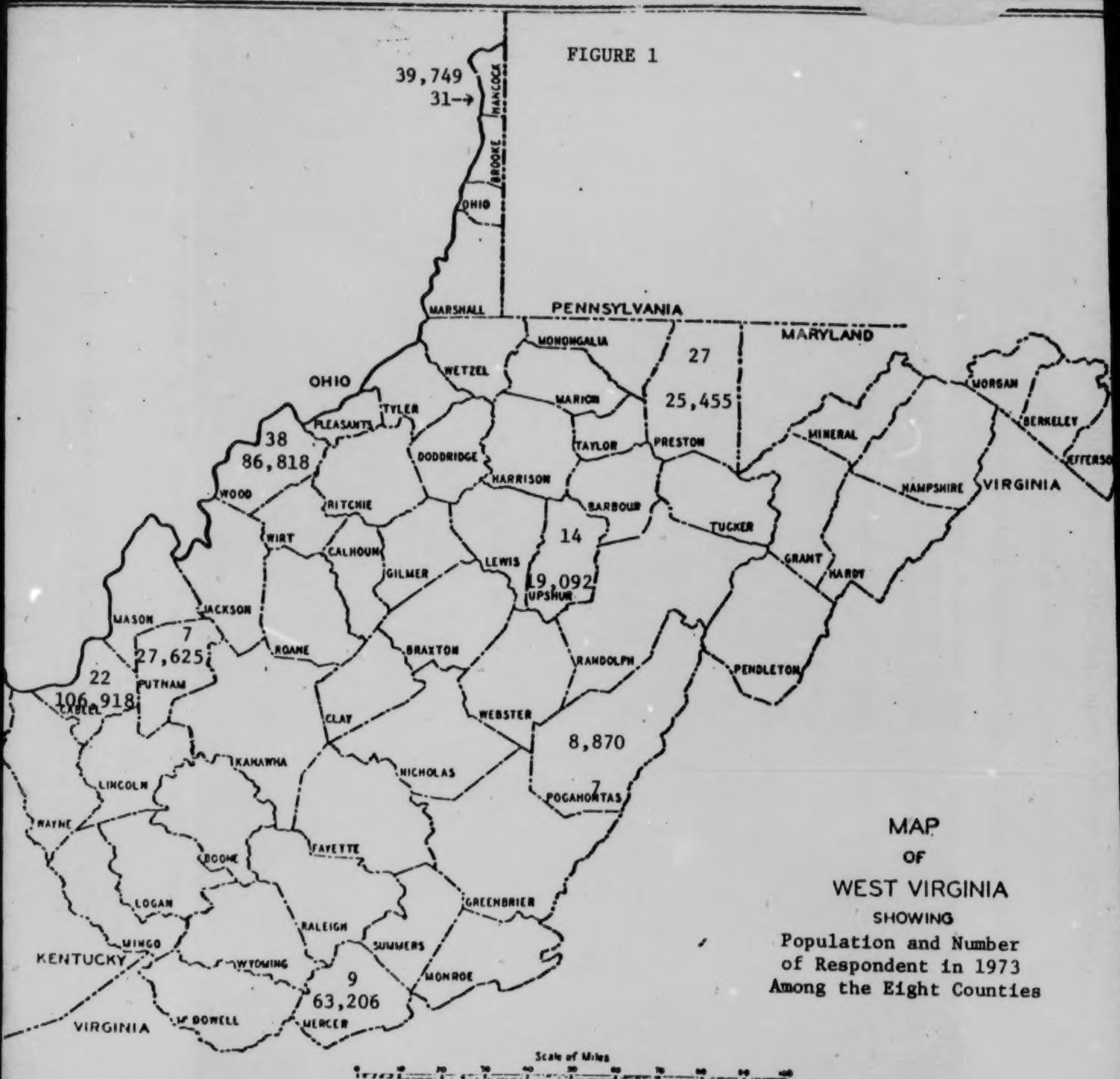
The eight counties in which they resided had 1970 populations ranging between 8,870 and 106,918. (See Table 1 and Figure 1.) The schools they attended ranged from less than 500 to more than 1,000 enrollments and the 28 different communities where the program was offered had 1970 populations from less than 1,000 (18 percent of the participants) to more than 10,000 (38 percent of the participants), reflecting the rural-urban differences bounded by CRD activity. The

TABLE 1

County Population, 1970

County	1970 Population
Cabell	106,918
Wood	86,818
Mercer	63,206
Hancock	39,749
Putnam	27,625
Preston	25,455
Upshur	19,092
Pocohontas	8,870

FIGURE 1


39,749
31→
HANCOCK
BROOKE
OHIO
MARSHALL
PENNSYLVANIA
MARYLAND
OHIO
WETZEL
MONONGALIA
27
25,455
MARION
TYLER
PLEASANTS
38
86,818
DODDRIDGE
TAYLOR
PRESTON
MINERAL
MORGAN
BERKELEY
JEFFERSON
HARRISON
WOOD
RITCHIE
BARBOUR
TUCKER
HAMPSHIRE
VIRGINIA
WIRT
CALHOUN
14
LEWIS
GILMER
19,092
UPSHUR
GRANT
HARDY
MASON
JACKSON
7
27,625
ROANE
BRAXTON
RANDOLPH
PENDLETON
22
106,918
PUTNAM
CABELL
CLAY
WEBSTER
8,870
7
POCAHONTAS
KANAWHA
NICHOLAS
LINCOLN
WAYNE
FAYETTE
BOONE
LOGAN
GREENBRIER
RALEIGH
SUMMERS
MINGO
KENTUCKY
WYOMING
MONROE
9
63,206
VIRGINIA
McDOWELL
MERCER
Scale of Miles

MAP

OF

WEST VIRGINIA

SHOWING

Population and Number of Respondent in 1973 Among the Eight Counties youth, however, were almost equally divided in terms of rural-urban residence: 75 were urban (population over 25,000) while 76 were rural.

As suggested above, both the nature of the CRD program activity and the methods of recruitment used would lead one to expect that it would have tended to have been most attractive to youth with middle level socio-economic characteristics, who would have tended to have had the requisite motivations, skills and resources for participation. This was supported both by the 1973 and 1975[20] survey data. A large majority (92 percent) of the participants lived in households with both mothers and fathers living. Only 25 percent of them had fathers with less than 12 years of school and 40 percent had fathers with training or education beyond high school. Consistent with this, 73 percent of the fathers had the following kinds of occupations:

1) professional, or technical;
2) owner or manager of business;
3) skilled trade, foreman, or supervisor.

With respect of the organizational and educational experience of the youth themselves, about 70 percent participated in organizations other than 4-H such as Boy Scouts, Campfire Girls, and school clubs and honoraries, and about three fourths of them were taking academic courses in high school and even planning to attend college.

Thus, it would seem that the youth participants had characteristics which were among the most likely to be found in a successful program of the 4-H/CRD type since, one way or another they would tend to be the youth most likely to be involved in community development efforts. Despite this, however, fairly large numbers indicated that they had not had experience with adults in associational activities (79 of 155, 51 percent) prior to their entry into CRD in 1973. Since the youth were not able to explain this in terms which would suggest they were barred from such activity, it seems reasonable to infer that, more than anything, it was the result of lack of formal organizational structure to encourage it, particularly since they also indicated their belief that youth and adults could work together cooperatively in community development efforts. In response to a general question designed to measure this attitude, 143 out of 155 youth (92 percent) said that such relationships were possible, centered on such work as the organization of ecology and clean up drives, the establishment of community and youth centers and the development of recreation and sports activities. Moreover, the youth included in the survey did not anticipate that the development of such relationships would be particularly problematic. By and large, the problems expected which were mentioned most often were only those which normally would separate groups without a continuing relationship in some particular area of social life - lack of experience, communications, and trust among each other. These were not expressed in any way which would have suggested intractability such as denying the legitimacy of either the youths' or the adults' interests in the matter.

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[20] 1975 data are based on 88 questionnaire responses obtained from the 155 respondents in 1973.

Thus, even though the 1973 participants' data indicate that the youth recruited for CRD had all the advantages of middle range socio-economic status insofar as successful community development activity is concerned, CRD did offer an apparently needed means of assisting such youth to make the transition to secondary adult relationships. We will consider the extent to which this actually was accomplished later in this report.

The Staff

The principal responsibility for the CRD program's field activities was assumed by the county level extension agents with assistance provided by area and state 4-H staff. Some of the county staff were 4-H agents but since this project followed the "team approach" to program delivery, many were county agents, home demonstration agents, and nutrition agents. In addition, the extension agents were supplemented by the addition of nine program assistants who were hired on a temporary basis.

It was recognized from the beginning of CRD that since the program was a net addition to the extension agents' work loads, a great deal of the added burden would have to be shifted from the agents to adult volunteer leaders in the long run. However, the program thrust was new and the necessary roles were ill-defined, making some experimentation necessary. Since it would have been awkward to present such a potentially frustrating situation to unpaid volunteers, the program assistants were hired.[21]

Selected by the extension agents with the approval of the division area leaders, the program assistants were equally divided between full and part-time (4 counties each) depending on the extent of the county 's program and the availability of the individuals. While it was recognized that temporary, whether full-time or part-time, job opportunities generally attract those who are waiting for more desirable jobs, those who did join the staff tended to have characteristics which were consistent with those of CRD, the 4-H staff, and the participating youth. Of the nine who were hired, six were male and three were female with an average age of 25, and 15 years of educational attainment, considerably more than the average for the state and the Nation. It was found that the females tended to be wives of professional males, and both males and females tended to be regularly employed as teachers who accepted this employment as a summer supplement to their income. Not surprising, therefore, was the experience of some amount of disruptive turnover.

As it turned out, a very substantial amount of the day-to-day field level leadership and work was performed by the program assistants in the first stage of CRD's program history. With such good results as were demonstrated by their leadership, a growing reluctance to discontinue the positions was encountered as the program went along. Indeed, this became one of the principal problems which the 4-H staff identified with CRD.

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[21] It is suggested that although they were never described in quite this manner, a key organizational component of CRD's design was the establishment of the program assistant positions to guide the evolution so that it satisfied the agents' need for help and demonstrated how that help could be provided by adult volunteer leaders motivated to continue CRD's existance.

Both in the 1973 and 1975 surveys most of the eight agents indicated their belief that the program assistants were of great importance to the program in terms of its initiation and maintenance. In fact, one agent said:

> "I had a pessimistic attitude at first, only seeing much work with no success. I believe the program assistants built the program."

Moreover, when the youth were asked to express their opinions about the work of the assistants, 89 percent of those responding thought that the program assistant provided effective leadership for their group and 88 thought they worked well with young people. As useful as the assistants were, however, they did not prevent all of the problems that confronted the regular 4-H staff (but they were neither expected to nor able to do so) including the transition to adult volunteer leadership.

The problems most frequently reported by the regular staff had to do with the program's initial establishment although the most severe problem was associtated with leadership transition. Some felt that since the CRD program was imposed in mid year on an already full schedule, more lead time and guidance and assistance would have permitted more adequate planning, preparation, and execution of the first steps of the work, the goals of which were accepted without question. Some who felt this way believed this problem could have been minimized by their earlier inclusion in the program's planning stage. Related to this, quite a few agents expressed the opinion that the timing of the program (Summer, 1973) was unfortunate because at that time of the year most youth already have made plans for their vacation from school and are not available for unplanned program activities. A few agents indicated that they did not have confidence in the abilities and interests of other agents in their counties to make the program work. But the most frequently mentioned problem of all had to do with money, and it is entirely possible, indeed likely, that it was this factor that caused the agents to feel the need for more advance time, more help in adjusting their schedules, and more confidence in their office colleagues.

For the most part, 4-H activity is funded on a regular basis with public appropriations. But financial support for some purposes such as participants' noninstructional camping expenses has traditionally come from sources beyond that provided by the participants themselves and their families on regular public appropriations. Typically such sources include the following: donations from local businesses and civic groups; grants from community, regional and national foundations; extra funds from school boards, city councils, and various other governmental sources; and, funds raised by projects conducted by the participants themselves. Since at any one time the funds provided from these sources probably are committed, a new activity means that a rather tedious and perhaps personally embarrassing fund-raising effort must be undertaken. The agents reported that they did have to use some or most of these sources of funds for CRD. And, here and there evidence of embarrassment was encountered seemingly related to the agents' perception of the incongruity of having to ask for money to support a "fun-like" experience for the children of prosperous parents. No wonder that many of the staff went so far as to indicate that CRD's new funding requirements could have had the effect of straining valued relationships and jeopardizing future regular extension budgets insofar as local support would have made a difference.

By 1975, though, with the passing of time and the opportunity to plan, the money problems, along with the others mentioned above, had virtually disappeared. When asked during the follow-up in 1975 if the CRD program's financial resources were adequate, six agents replied that lack of finances was not hindering the program. But that still left the staff with the most important problem unsolved - the transition from paid program assistants to adult volunteer leaders. As of the second survey date, the transition has been accomplished in only three of the eight counties.

In all three of the counties which had experienced some success in making the transition, the agents reported having been able to develop relationships with people who had some leadership experience (and probably training as well) outside of 4-H/CRD. In one urban county, local civic groups which provided financial support also provided volunteer leaders. In another urban county, adult leadership was provided by a person with background in vocational rehabilitation. In a rural county, volunteer leadership was drawn from a strong Adult Leadership Association, which also provided other organizational support for CRD. In one of the counties, CRD was run through the local school system and the adult leadership was provided by the teachers.

In these three counties, there was no lesson learned which provided insight into the process of leadership training and development since the volunteer leaders were developed outside CRD. Since the transition in the other five counties was unsuccessful, the question remains, "what could have been done?" Only three possibilities are evident: train new leaders; redirect leaders from other groups and organizations, and/or retain program assistants on a permanent basis.

The extension agents considered the first possibility of leadership training efforts, as did the state staff. Furthermore, the state staff members who were interviewed admitted in 1975 that they probably had the responsibility for such training. Yet, it was not forthcoming in any systematic, program-wide form. The 4-H staff advanced a variety of problems to account for this:

1. Although 4-H had a long history of leadership training and development, this experience was not an adequate base to support a training design because CRD had a more complex type of youth and power structure involvement than traditional 4-H;
2. The pool of trainable people (presumably those who might have been interested in serving as adult volunteer 4-H CRD leaders) was too small or nonexistent, particularly in rural areas;
3. Elucidation of the actual training curriculum required much more empirical study for a sound judgment to have been made with respect to training aduiences, and their needs[22] and situational requirements.

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[22] By late 1975 a state staff member had initiated a study to determine areas in which extension agents and assistants thought they needed training assistance, and the 4-H Leadership Development Team had conducted a study to determine agent training needs. Agents and assistants were scheduled to receive leadership training in their respective Division Areas in January, 1976.

4. The 4-H state staff did not have the training capability, particularly after the person who normally provided help for such training left the program shortly after its inception and the position was not refilled.

The second possibility, redirecting leaders from other organizations and groups (which was the method used in the three successful counties) was also considered and tried. But its success was limited, according to the agents, because such leaders were scarce in rural areas and when such leaders were located their attachment to CRD either didn't develop at all or developed indequately to obtain their retention in the program. Their retention in the three successful counties was attributed to adult leaders' past 4-H membership and related activity, pressure for school teachers to support some extra-curricular activity, and personal relationships which agents had cultivated over the years. For the most part these are not precisely predictable and obviously they are not under the control of the staff in the short run assuming that the agents were reasonably diligent in their efforts to bring CRD to the attention of such leaders in the first place.

That left only the third possibility - retention of the program assistants on a more permanent basis. In fact, there were tendencies in this direction despite the original plan that the assistants would be included in the CRD budget for one year only. At the time of the 1975 survey, two counties, Cabell and Mercer, had budget arrangements which provided for the assistant position on a part-time basis for several more years. And in McDowell County, two of the assistants stayed on with the program in an adult volunteer capacity after their paid employment period ended. Both were natives of the county - one was a school principal and the other a teacher. While some agents thought that this type of transition was desirable and possible, in some cases it would not have been possible because the family income status of some of the paraprofessionals was such that their financial contribution to the family was essential.

If the transition from paid program assistants to adult volunteer leaders is to be an uncertain one, and if funds are not available for paid assistants, the logical question is how serious is this likely to be for future CRD programs designed along the lines described in this report? Some evidence we obtained would appear to suggest the conclusion, "not very serious." In the 1975 survey five agents indicated that the departure of the assistant did not adversely affect the program. Only one said that the program was disrupted. On the other hand, after two years experience with having had the program assistants, a state program leader indicated that their role in the program probably had increased over time rather than declined.[23]

Given conflicting evidence of this kind, it probably would be helpful for the permanent 4-H CRD staff to reconsider both the role of the volunteer leader and the program assistant. In the long run, the success of the 4-H CRD may be crucially related to the increased use of permanent paid assistants even though that would be a departure from the 4-H tradition of having adult volunteer leaders as a key part of 4-H activity.

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[23] Interview with Win Merriam, Extension Specialist, October 13, 1975.

CHAPTER 4

4-H/CRD ACTIVITY

The 4-H/CRD activities were of two different types - training camps and post-camp projects. In this chapter, we add to our description of these activities and point to some of their more obvious strengths and weaknesses in terms of their mechanics.

The Training Camps

The purpose of the training camps was to help the youth develop some semblance of CRD organization and the leadership, analytical, and other skills necessary for successful performance within such an organization. Presumably, these skills and even parts of the summer training camps' organizational structures would be transferable to the post-camp projects to be attempted during the school year. In addition, of course, the camps also had their purely recreational aspects, a necessary ingredient considering that at least some of the youth probably had to be drawn to them for that purpose.

The length of the camps varied from county to county depending, primarily upon the availability of facilities and the need to prevent excluding youth who had summer employment. Some participants remained at the camp for an entire week while others remained only one day or for one overnight experience. However, the majority of the participants attended three day or weekend camps.

Data obtained both from the extension agents and the youth indicate some preference for the longer camps although the matter was not entirely clear cut. Three of the eight agents said that the week long camps provided the best opportunity to develop the camps' themes and the participants' relationships. On the other hand, the other five expressed a preference for three day or weekend camps. But of these, several suggested that it would be desirable to have several different camping periods during the summer.

The youth who attended the longer camps reported receiving somewhat more preparation for the CRD project activity which followed than those who attended the shorter camps. In general, almost all reported that the camps were adequate or more than adequate. Even so, when asked how the camps could have been improved, nearly half of the respondents in the 1975 survey indicated that more time would have been helpful.

While it probably is true that within limits, well planned and executed camps could have been more productive over longer time periods, it also is true that the camps had to be designed in accordance with available resources and local needs and considering this, they probably were about as effective as they could have been. Some minor improvements, according to the youth, could have been made in terms of better organization of the effort, availability of different training materials, and the availability of more resource people. However, if idiosyncratic preferences are allowed for, the improvements suggested are of a routine, recurrent nature. Some other suggestions for improvement, though, cannot be dismissed as lightly. These have to do with the relationship between the camps and the subsequent projects.

While the youth who responded in the 1975 survey gave the camps high marks, some of their suggestions for changes seem to indicate that it took some of them a while to link the camping and project experiences. Perhaps it would be worthwhile to include the following considerations in future plans for camps: clearer statements of camp objectives and definitions of how they will fit later project objectives; formulation, or explanation, of plans to follow-up the camps and the responsibilities of all concerned; and the inclusion of more non-4-H resource people in the camps, particularly those adults likely to be included in the longer-run projects.

But whether or not the camps could have been improved compared to what actually was offered in 1973, they were not completely successful as judged by the retention of those youth in CRD who responded to both the 1973 and 1975 surveys (88 people). Forty-four percent reported that their only CRD activity was the camp or summer participation following the camp. Thus, for all practical purposes about two-fifths of the respondents never were involved in a community development project.[24] But, the camp activity *per se* is not all, perhaps not even most, of the reason for this.

According to a state staff member, the retention figures reflect difficulties encountered in project initiation, insufficient state level support of the agents, excessive time demands on the agents, and the departure of some program assistants following the camps thus removing the day-to-day support of the CRD program. If so, the movement of the youth from the training camp to the project activities may have been hindered by inadequate or temporarily nonexistent project activities. Still, we do know for certain that quite a lot of project activity was undertaken.

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[24] Twelve percent of the youth reported that the two years after the start of the program they were still with 4-H/CRD. Since CRD was to extend for one year only, it is possible that those youth were serving as young adult advisors to their groups. This may be one way the problem of leadership transition, discussed above, is solving itself.

The 4-H/CRD Projects

From a conceptual point of view, suitable CRD project activities had to have two dimensions: one was change in the communities' physical and human qualities and relationships; the other was change among the CRD participants themselves. To illustrate the former, some activity could contribute to the quality of community life, such as beautification and pick-up campaigns, work with senior citizens, and the political structure. At the same time, the organization and maintenance of these activities could result in the enhancement of the participants' leadership and associational skills. The point of specifying both dimensions of the same activity in this manner is to serve notice of their probable interdependent character, but with the continuity and extent of the former subordinate to the production of the latter. Thus, the particular form of the activity for educational purposes such as 4-H is incidental except as it contributes to the participants' development. The experiment with CRD was to test the efficacy of that particular kind of activity for that purpose.

The activities which the youth undertook for their CRD projects were chosen by them in consultation with their adult leaders. According to a state staff member, the projects chosen did represent a new program activity thrust for 4-H and, as shown in Table 2, they included a fairly broad range of types of activities. Beautification and clean up campaigns generally were the most frequently chosen type of project, particularly in Hancock and Cabell Counties, followed by service on youth advisory councils, particularly in Wood County. Efforts directed at youth recreation and teen centers were also popular.

While, as indicated above, the kind of community activity is incidental to CRD's ultimate purpose, some concern was expressed by both state staff members and extension agents in the counties about the use of beautification and pick-up campaigns on the grounds that "picking up" and "beautifying" things were too likely to become ends in themselves. That is, the character of such activity is such that leadership skills are not likely to be fostered by its performance. The work is so simple that it does not require complex, centralized leadership. Nonetheless, this kind of project was used rather frequently.

TABLE 2

Types of CRD Projects (1975 Survey)

Type of Project	Number of Youth*
Beautification or clean-up campaigns	29
Youth advisory councils	27
Youth recreation or teen center activities	20
Community improvement	15
Political study group	10
Political action	9
Aid to senior citizens or disadvantaged groups	6
Employment for teens	3
Other	14

*Each youth could check more than 1. N=88

Irrespective of the type of project, a recurring problem reported by the extension agents was that of specifying when its goals had been attained. When was an activity to be judged a success? Judging from the agents' response to this question, the true goals of CRD probably were not always clearly understood. Some agents said that the projects were successful when they were completed, and these most often were projects with a definite beginning and an end, such as recycling, pick up, and beautification campaigns. Thus, the popularity of such activity might be explained at least in part by their tangible beginnings and endings. The agents particularly were reluctant to attribute success or failure to such projects as those involving town meeting attendance, meeting with community officials, and similar community involvement activities.

There was a clear tendency for the agents to attempt to resolve the project "success-failure" question by appealing for more specific CRD projects and goals which would simplify the judgement of the participants' progress. Indeed, that would have taken most of the responsibility for the matter out of their hands, or at least freed them from the self-imposed necessity of defending the project outcomes. However, the 4-H/CRD program was not operating on this basis during the time covered by the survey periods.

Given this state of affairs it perhaps was extremely fortunate for the agents who were reluctant to make independent judgements about CRD's success and failure that they believed they had been given indications from the communities themselves that the CRD work was worthwhile. Six of the agents reported that community reaction to CRD was very favorable.

The agents either were told or inferred that the reasons for this were about as follows: CRD was perceived to be oriented in terms of service to the communities; the program changed the 4-H image to more contemporary features; and, 4-H/CRD program attracted some youth who weren't attracted by conventional 4-H. Even the two agents who didn't feel that community reaction was quite so favorable in their counties didn't report any overt community opposition to CRD. One agent reported having encountered informed but neutral public opinion. The other reported that local officials were theoretically in favor of CRD but when asked for specific help they backed away and expressed skepticism as to whether or not the youth could accomplish their project work.

Despite their reluctance to accept the credit or blame for the projects, and make judgements as to their effectiveness, the agents apparently did a thorough job of calling the communities' attention to CRD. In addition, when asked who provided the basic leadership for the CRD groups, the youth acknowledged the contributions of some of the youth in the groups, the adult volunteers who did participate, and the program assistants - but they singled out the youth agents for special mention. Thus while our data are somewhat more indirect than preferred, they are not inconsistent with the conclusion that whatever its limitations, the 4-H/CRD program we are discussing probably produced at least the example of leadership by the agents for the youth's inspection and consideration as they attempted to resolve the uncertainty and indirection inherent in a pilot program.

CHAPTER 5

THE PARTICIPANTS' EVALUATION OF 4-H/CRD

Because 4-H/CRD was a new program in terms of new project thrusts, problems with it were expected. Some of them, and attempts to solve them, have been described in preceding chapters. That discussion is completed in this chapter using the remainder of the available data not already presented. Before proceeding, however, it may be helpful to make explicit our lack of concern, and the reason for it, about a matter which may disturb the discerning reader.

It is rather common to evaluate voluntary educational programs in terms of the enrollments, memberships, etc., they generate. Depending on the situation, this may be a good criterion to use. If there are no students, members, etc., the educational goals inevitably are thwarted. However, in the case of 4-H/CRD in the eight (or nine) pilot counties this criterion by itself is inappropriate as a measure of success or failure.

The emphasis of the program was not on numbers *per se* (indeed, if it had been, considerably different recruiting methods probably would have been utilized); instead, the emphasis was on attempting to determine the receptivity to new program thrusts, and their accompanying problems, among the type of youth traditionally associated with 4-H. To achieve this, some minimum number of youth participants was needed throughout. The number recruited and retained was small, but it seems to have been large enough for this purpose. Presumably, therefore, if the problems that were identified could be solved and the solutions incorporated into future CRD efforts, the numbers of youth participants with about the same characteristics as those in our sample could reasonably be expected to grow. Moreover, if that happened, it would not be surprising to find that youth with different characteristics would also increasingly find 4-H/CRD attractive.

What else, then, was learned from the youth participants and the CRD staff which indicates the program's strengths and weaknesses exhibited during the period 1973-75 as reported in the 1975 surveys?

The Problems

When the eight agents were asked to identify the program's principal problems and weaknesses, it was clear that their primary concern was centered on the inability to attract and retain competent adult volunteer leaders. Six agents identified this as the primary problem. While the youth did not seem to regard this as the primary problem, they did mention it often enough to warrant the conclusion that they saw it as an important problem. For the most part they referred to it in terms of leaders' lack of skills for the job at hand and their unwillingness to trust the youth with a greater measure of control over the CRD projects. In other words, the youth found the leadership teachers themselves to be lacking in leadership qualities. Whether or not this judgment is valid, it is true that both the county and state regular extension staff expressed the need for additional adult volunteer leader training.

On the other hand, this response may inadvertently be concealing the impatience youth sometimes have for adults, which no amount of training could completely eliminate. It is possible that the most efficient solution for this problem would have been leadership training for paid youth program assistants. Indeed, this was considered as a possibility very early in the program planning phase. However, the idea had to be dropped when it was learned that the University's hiring regulations precluded such employment. One way or another, this problem wasn't solved during the time period covered by this report.

Other problems mentioned by the extension agents were lack of clear program directions, schedule problems with the youth, budget limitations, schedule conflicts with other extension agents in the county, lack of community cooperation, lack of transportation, and inadequate state level staff support, and communications. Still other problems mentioned were 4-H's "cows and sewing" image (yet, 4-H also was mentioned as a convenient vehicle for CRD, as indicated below), CRD's lack of access to national awards and other incentives available to regular 4-H youth, lack of special training for the extension agents, and lack of updated training materials for use by county staff with the youth.

However, apart from the problem associated with adult volunteer leaders, none of the problems was mentioned consistently enough among the group of eight agents who were interviewed to warrant its identification as a basic flaw in CRD. And, frequently, the problems identified by some agents were seen as strengths by others. For example, it was mentioned that such leadership training and materials as had been provided in connection with game simulation were of such excellent quality that more would have been welcome. Therefore, it is concluded that, for the most part, no problems were encountered by the agents which were not likely to have been associated with the introduction of any new program on top of an already full schedule. Moreover, such problems apparently were largely resolved by the time of the survey period in 1975. At that time all of the county extension agents indicated their belief that there was a great need for CRD type training, that resourses allocated for use with CRD activities were productive, and that the program should be continued and perhaps expanded, although in modified form as will be indicated below. And, more than occasionally, some of the agents mentioned that CRD had been good for expanding and otherwise improving the image of 4-H among the adults and youth in the communities.

The youth data, however, are less sanguine. Whereas the agents tended to identify CRD's problems in terms of its organization, leadership, and presentation, the majority of the youth who responded in 1975, 69 percent, said the principal problem was the lack of youth interest. The recruitment method that was used selected out the youth who did join, but even many of these were not active throughout the year. Moreover, about the same proportion, 70 percent, said that they believed the problem of lack of youth interest would continue in the future. This is all the more significant when it is recalled that much of the youth's nonparticipation in community development projects prior to the time they were surveyed in 1973 was attributed to something other than lack of interest or ability. Indeed, only eight of them gave this response. It is possible that CRD demonstrated that it simply was not of much interest to young people?

The answer to this question is not entirely clear. There is not much direct data to indicate that the youth participants learned they were not interested in the CRD projects, but it also is possible that many of them were unable or unwilling to respond in that way. There is some indication from comments noted on the questionnaires that this condition might in part, perhaps in large part, be due to CRD's organization and presentation. There were a number of specific comments which would suggest this, although at a superficial level, including the following:

(1) difficulty in arranging county-wide meetings;
(2) lack of community cooperation;
(3) lack of information about the projects;
(4) lack of important and interesting projects;
(5) lack of time and transportation to attend meetings.

Similar to the great part of the range of problems mentioned by the agents, no one or few of these were consistently reported (indeed, only a fairly small number even referred to a leadership problem) and even if this had not been the case they were not of a serious nature anyway. However, a few others, though no more frequently volunteered, were more suggestive:

(1) many of the youth were afraid or embarassed to express opinions, thus allowing a select few to control the group;
(2) CRD lacked specific goals, objectives and routine means of attaining them.

Although this does not follow unequivocally, it is not totally inconsistent with the proposition that those who were attracted to, and were most active in, CRD were those who derived the most satisfaction from the group itself (probably from their leadership status). Secondarily, these may also have been the ones most able to detect the long range benefits of CRD participation. This was clearly recognized as a probable reason for the observed and reported lack of youth interest by a state staff member. In his view, community resource development is "nebulous" and its feedback and reinforcement are slower to materialize compared to other activities which are guided by a more clearly defined outline which covers shorter time periods.

Other than noting that youth in CRD were not offered the customary rewards of 4-H, and that there might have been an unmet need for adult leadership, the extension agents gave little or no indication of having made attempts to recognize and penetrate to the reasons for the lack of youth interest to the depth needed for corrective action.

CRD's Major Strengths

The extension agents and state staff agreed that CRD accomplished its main goals of development of leadership and associational skills among the youth (at least among the youth who were the most active) in proportion to the interest, total staff involvement, and staff availability demonstrated by the county extension agents. There was some belief that, in this regard, CRD was unique in at least two respects: there were few, if any other, competing means of developing such skills in a systematic manner; and, 4-H had the advantages of its volunteer leadership concept and experience, its established reputation, and its flexibility. Some of the agents thought that, if anything, CRD helped improve the 4-H image and, therefore, it was viewed as an asset rather than a detriment relative to the overall program.

When asked about the possibility of offering CRD through the schools as a class club or special activity, some of the agents' responses indicated another strength of the program in its 4-H/CRD form. While conceding that it could (two thought that it should) be offered as a class or as a 4-H school club within the regular school system, most of them were of the opinion that the objectives of teaching leadership and decision-making might not be achieved in the formal, rigid structure embraced by the classroom, particularly if that was combined with the problems posed by non 4-H students in attendance and teachers without solid commitments to CRD's purposes and techniques. In their opinion, 4-H/CRD could more easily maintain the concentrated interest and activity of the participants believed necessary for the program.[25]

Another one of the important strengths of the CRD program was its reported effects on the youth who participated in it. Large majorities of the youth surveyed in 1975 reported the following results of their participation:

(1) learned leadership skills;
(2) learned more about their communities;
(3) learned how to work with adults;
(4) gained more self-confidence;
(5) gained better understanding of how community decisions are made.

The project staff believed, with justification, that this very positive response in itself was at least a partial indication of CRD's potential. Yet, they also believed, again probably with justification, that future CRD efforts could enlarge that potential based on their 1973-75 experience and the data obtained about it.

Staff Suggestions for Additional Improvement

As indicated in various parts of this report, some changes in 4-H/CRD were made in the eight counties as experience with it accumulated. Paid program assistants were sometimes retained. When it was found that many youth held summer jobs, some scheduling changes were made. Expansion beyond the first eight counties did not occur according to schedule once it became clear that CRD's chances for success were not equal in all counties. Instead of routine expansion, it was decided to offer the program in additional counties only after the counties' extension staffs demonstrated strong enough interest to offer promise that the program would be sustained. As a consequence, one of the State's extension administration areas did not have any of its counties involved with 4-H/CRD in 1975. Despite these and other changes, the permanent extension staff associated with CRD indicated their belief that some additional changes still were needed.

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[25] Considering that the participants tended to be youth with characteristics one would expect to find among FFA, FHA, honor societies, etc., offering CRD through the schools also would have added the need to compete for membership among already occupied youth.

Since the program was somewhat more difficult to implement than anticipated, particularly because of its "nebulous" character, it was believed that more and better staff training must be provided in the future. Without it, agents attempting the work for the first time probably would not feel comfortable with CRD and might abandon it prematurely. The state staff and the county extension staffs believed that if training based on observed problems and the means of ameliorating them that are suggested is provided, the CRD program could rather easily become an integral part of the regular 4-H activities in those counties where conditions are such as to warrant its initiation.

Both the state and county staffs agreed that it would be useful to try some multi-county, area, and state workshops as a means of facilitating the flow of information about the program's philosophy, and enhancing the effectiveness of leadership training through the use of specialists in leadership training techniques who probably would be over-extended on a single county basis. As proposed in 1973, these workshops would be followed up with specific projects developed at the county level. One way or another, it was hoped that some means could be found to facilitate the flow of CRD relevant information among the counties and between the counties and the state levels of the extension organization.

As it turned out, area-wide activities and public awareness camps were held in 1975, and a staff training program was scheduled for early 1976.

Finally, the staffs' suggestions for criteria to be observed for expanding CRD to new counties were also obtained. Both the state and county staffs agreed that since the agents' interest was critical for success, CRD should not be introduced until that interest was clearly evident. It was the staff's view that important as CRD could be to every county, progress toward achievement of state-wide initiation should be managed carefully and that, at the very least, the individual extension agents in the counties should be given the option of deciding whether or not to participate in it.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

In light of the magnitude and continuity of 4-H/CRD in the counties we studied, it is reasonable to conclude that at least some youth, perhaps a much larger number than that suggested by the pilot experience, will be motivated to participate in programs like this one. But the data seem to clearly indicate that initial recruitment and participation successes do not by themselves indicate that all interested youth will be included in the program, that those attracted to it will remain in it for long time periods, and that those who do remain in it will benefit educationally to their capacities. While CRD probably can count on being able to draw on existing reserves of youth interest, at least for awhile, specific projects and other activities must be interesting enough to sustain it, productive enough to avoid destructive frustration among the youth and the adults with whom they come in contact, and guided throughout by consideration of CRD's human development purposes.

As demonstrated by some of the experience of this project, interest, productivity, and educational purpose may not, perhaps seldom will be, attainable to the same degree. But they must all be incorporated in program execution if 4-H/CRD is to be true to its purpose. The educational practitioners (i.e. the extension staff) must also realize explicitly that there are limits to which one can be substituted for the other since there always will be a tendency to do so. This tendency will be particularly pronounced in an effort like 4-H/CRD because there will be self- and externally imposed pressures for fast results in terms of numbers of participants and the tangible results thereof. Thus, the real challenge confronting the extension staff was to insure that balance was maintained among interest, productivity, and intellectual purity while the success or failure of the program was in doubt.

It doesn't require much more than this recognition to account for almost all of the most important problems which were encountered by the West Virginia 4-H/CRD program. Fortunately, whether by instinct, extension expertise, or circumstance, the staff on the average managed to overcome the threats which met their efforts to the extent necessary to prove that the pilot program was operational and promising in terms of careful expansion. That they were not completely successful in this matter is evidenced by the potential participants who were not recruited, the dropouts, the programs which failed to survive altogether, and some of the questionable project activities described in this report.

If the program is to be significantly expanded in the future with the highly desirable nature it is capable of attaining certain steps can be taken to assist its progress.

First, the nature of the responsibilities and difficulties associated with CRD should be carefully explained to the county extension agents, along with the reasons why it would not be logical to expect they could be completely avoided in many cases, prior to the time they are asked to indicate their willingness to become involved with 4-H/CRD. Those who agree to such involvement should be given the opportunity to enter into an intensive, carefully planned training experience including attention to at least the following: the philosophy and practice of extension education; the types of projects which have the greatest probability of being used with all-around success considering the probable participants' and communities' characteristics; promising approaches to the recruitment and training of paid program assistants, if the decision is made to include them, and volunteer youth and adult leaders; and the process of community action including the interests of the adults who engage in it and the proven methods they tend to employ.

In the early part of this report, we cited the general and specific objectives established for the 4-H CRD program. Data and evidence obtained for this evaluation support a conclusion that each of the five operational objectives developed by the 4-H staff were accomplished to some degree. For example, youth participants responded directly that as a result of the CRD program they gained a better understanding of their communities and how community decisions are made. Experiences of interacting with community leaders (prosecuting attorneys, school superintendents, mayors, etc.) provided direct opportunities for youth to learn how to relate to community decision makers and decision-making bodies. The majority of youth responding after their participation in the program pointed to leadership skills as one of the primary factors learned during the program. Youth from the various communities participated in the process of deciding on significant community action projects that were important and appropriate for their community. Their participation in identifying, selecting, and devoting hours of their otherwise free time to carrying out these projects must be interpreted as an expression of their interest in and appreciation for their home community.

From the view point of the appropriateness and success of the various administrative and procedural methods and techniques used to implement the program, the evaluators must employ their best collective judgements. These judgements are made, to the extent possible, from data and general observations gleaned from the operations of the 4-H/CRD program but are necessarily coupled with previous experiences of evaluating other extension and non-extension programs.

Recommendations regarding the use of paid program assistants are not made because there is no conclusive evidence bearing on this one way or another. For every advantage one can think of there is a possible disadvantage. In any event, it is improbable that paid program assistants could carry the program's educational substance consistently over the long run no matter how they are trained. It is recommended, however, that the program's leaders at all levels assume somewhat more responsibility for the nature of the CRD projects although movement in this direction should stop well short of denying the youth participants some level of significant influence.

Similarly, no recommendations are offered with respect to the so-called "steering committee" established during the Summer of 1975 to improve communications and review program activities conducted under the CRD banner. The evaluation presented in this report was completed so soon after the committee's formation that it had no real track record. Whether or not much confidence should be placed in it compared to the alternative should be made to rest entirely on the degree to which it is safe to assume that other, more conventional arrangements have been adequately tried and found wanting. Studies of other organizations consistently have found that as a general proposition committees perform a "leveling" function that is difficult for "maximizers" to accept. If, however, some leveling is needed, or if experience has demonstrated the committees unique value in some other way, it obviously would be well to continue it.

4-H/CRD apparently was not seen as a threat to traditional 4-H program work. In fact, some saw it as a useful complement. However, realism demands that new programs be recognized for what they are in the end - competition for scarce resources. Allocation of resources for CRD may, and might, be interpreted as a recognition of some degree of failure of the traditional 4-H efforts and the people identified with them. It should go without saying that all programs with success records of long standing should be defended. They deserve at least that much. But even the best sometimes are called on to change with the times. While this evaluation did not produce much evidence that this is one of those times, CRD showed enough potential to deserve additional experimentation. Thus, in light of its possible emergence as a threat, it is to be hoped that the CRD administrators act sensitively and prudently to avoid unnecessary losses while attempting to produce new benefits.

Whether or not 4-H/CRD is the most efficient method possible for the production of associational skills related to community concerns is a matter which cannot be determined with our data. We do know that the extension agents believed that it would be superior to the schools for this purpose. But clarification of the answer to this question would require, among other things, comparison with other approaches, a matter beyond the scope of this evaluation effort. We do know that CRD seemed to offer the possibility of filling a void for the type of youth at whom it was aimed. Thus, perhaps such comparisons would have to be foregone until other experimental efforts make them possible. On the other hand, it may be desirable to continue experimenting with the form of CRD to determine its potential as a satisfier for youth with other characteristics. Indeed, on grounds other than either intuition or proof of its possibilities we all but make such a recommendation. Unfortunately, this decision must rest on a value judgement.

One additional observation is made that we feel relates not only to the 4-H/CRD program but equally as well to other extension programs of a pilot or experimental nature. It was observed that during the conduct of the 4-H/CRD program in the first eight counties, which were designated as pilot or demonstration tests, little attention was devoted by the program staff to documenting procedures, processes, methods, or techniques used to plan and implement the program. Equally as well avoided were efforts to document and describe the effects or outcomes of the programs in the initial counties. While the ORD evaluation served to provide some documentation and information in this regard the evaluation was not designed to provide a detailed record of program plans and activities in each county. Such documentation is vital for the purpose of building a program record from which analysis can be made by program staff and evaluators to improfe future program decisions and provent costly and repetitious mistakes. Experience indicates that Extension program staff generally do not regard documenting and reporting results of their efforts as an important factor. However, it should be recognized that documentation and related analysis are proven parts of the scientific method used in social science research and experimentation. Without proper and careful documentation, follow-up and longitudinal analysis are difficult if not impossible. Furthermore, from an accountability point of view, inherent in experimentation and testing of new social programs is the need to decide on future allocation of resources. Such allocations should be based upon evidence of proven or probable value resulting from sound prior testing. Consequently, it is recommended that future pilot and demonstration efforts be documented in a more formal manner which will enable program staff and others to subsequently examine the results of the efforts in order to make more rational plans and decisions for future program directions.

APPENDIX I

Participant Recruiting Questionnaire

Find someone who meets each of the following criteria. Have him sign after his qualification. The same signature should not appear more than once.

Find someone who ---

Is wearing a civic club pin ____________________

Is a Knight of the Golden Horseshoe ____________________

Has a birthday the same month as yours ____________________

Is wearing cuff links ____________________

Is a West Virginia University Extension Program Assistant ____________________

Has attended Rhododendron Girls State ____________________

Wears contact lens ____________________

Is single ____________________

Has had a personal conversation with President Harlow ____________________

Whose middle name is the same as yours ____________________

Has a silver dollar on him ____________________

Has attended a session of the W.Va. legislature ____________________

Plans to retire within 5 Years ____________________

Has ridden in an airplane ____________________

Has shaken hands with the governor of W.Va. ____________________

Has the same hobby as you ____________________

Has a moustache or beard ____________________

Holds an office in a civic or fraternal organization ____________________

Drives a cadillac ____________________

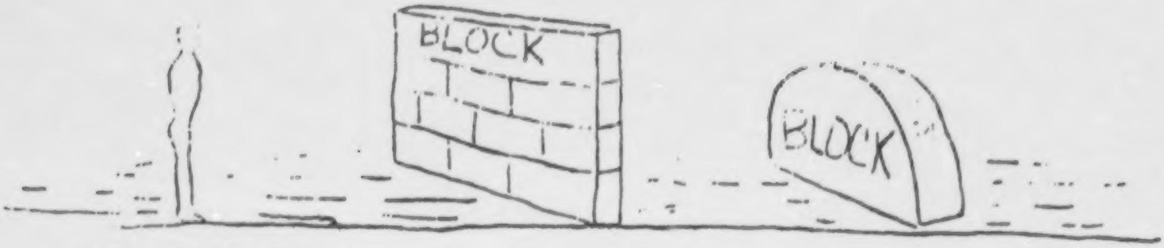
Has visited the National 4-H Center ____________________

Has been an extension agent less than one year ____________________

APPENDIX II

Examples of Leadership Training Materials

Study Problems


BLOCK
BLOCK
WHERE YOU ARE
PROBLEMS
WHERE YOU WANT TO GO

What things in the community keep you from going where you want to go:

Lack of Popular Support for Programs?
Too Few Volunteer Workers?
Inexperienced Leadership?
Not enough Money, Supplies, and Equipment?
Inadequate Government Support?
Community Factions?
Other Blocks?

In your study secure information and consultation from "outside" sources such as county, state, and federal agencies, your university, etc.

STEPS IN PROBLEM SOLVING

STEP I.

A. IDENTIFY AND DEFINE WHAT YOUR PROBLEM IS.

B. DEVELOP A SPECIFIC GOAL STATEMENT RELATIVE TO THE PROBLEM.

! ? !

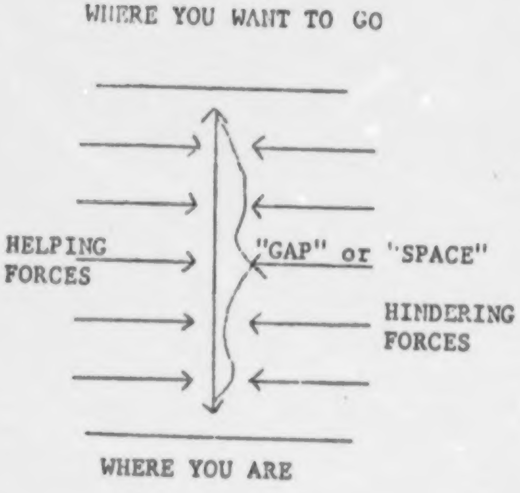
ACTIVITIES

Where is it you want to go (your goal)? What do you want to accomplish in relation to the situation in which you find yourselves? Make sure everyone is clear and agreed on the problem before moving on.

(Brainstorming)

STEP II.

PROBE FOR WHAT MAKES IT A PROBLEM

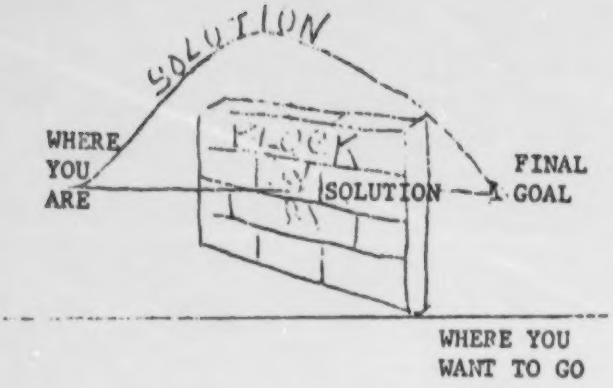

WHERE YOU WANT TO GO
HELPING FORCES
"GAP" or "SPACE"
HINDERING FORCES
WHERE YOU ARE

ACTIVITIES

Between where you are and where you want to be is a certain amount of "gap". It's strewn with obstacles and pitfalls. Study them one by one. Don't just describe them by saying what they are. Talk about the why, the cause or causes behind the what. Get all the facts that apply.

(Discussions)

STEP III. SEARCH FOR POSSIBLE SOLUTIONS.

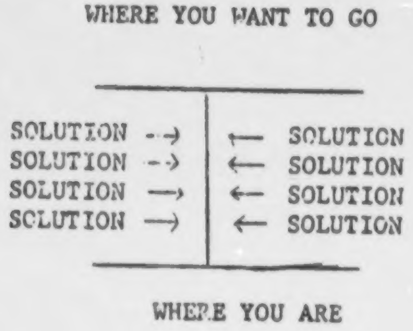

SOLUTION
BLOCK
WHERE YOU ARE
SOLUTION
FINAL GOAL
WHERE YOU WANT TO GO

ACTIVITIES

Keep in mind your goal. Look for what you can do to get past the obstacles. Encourage everyone to throw in ideas--even far-fetched ones. The goofiest notions sometimes are winners after a little polishing. Reserve judgment and criticism until the next step.

(Discussions)

STEP IV. TEST THE POTENTIAL SOLUTIONS.

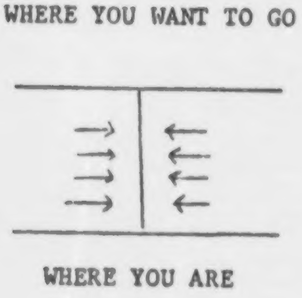

WHERE YOU WANT TO GO
SOLUTION
SOLUTION
SOLUTION
SOLUTION
SOLUTION
SOLUTION
SOLUTION
SOLUTION
WHERE YOU ARE

ACTIVITIES

If you understand your problem well, you can now begin to pick out the most promising solutions. Weigh them carefully in light of the facts, not prejudicies.

(Discussions)

STEP V. CHOOSE THE BEST SOLUTION.


WHERE YOU WANT TO GO
WHERE YOU ARE

ACTIVITIES

Have informal discussion and try for an informal agreement. All the members are by now prepared to make a hopefully wise decision. It will certainly be an informed, democratic decision.

(Discussions)

STEP VI. DEVELOP A PLAN OF ACTION.

DECIDE EXACTLY
Where you want to go.
How you will get there.

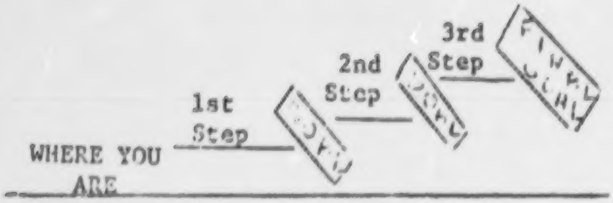
DECIDE
What resources we have.
What outside resources are needed.

ACTIVITIES

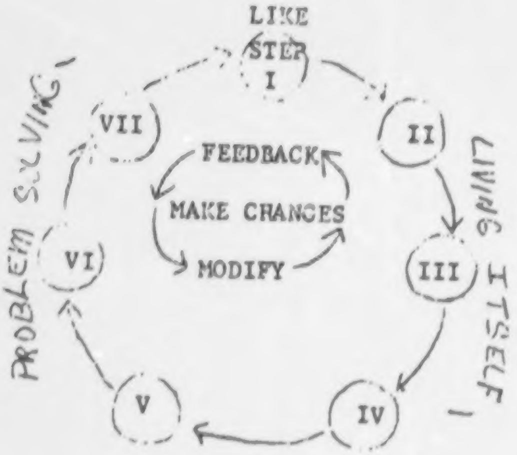
Now you are putting your solution to work. This may be simple or very complicated. You may have to develop a long-range plan with "easy stages".

Spread the jobs around to carry out the project. Determine the duties of each job, and the approximate length of time required for each job and the complete project.

(Group Decision)


3rd
Step
2nd
Step
1st
Step
WHERE YOU ARE

STEP VII. TAKE A PAUSE FOR APPRAISAL.


LIKE
STEP
I
II
III
IV
V
VI
VII
FEEDBACK
MAKE CHANGES
MODIFY
PROBLEM SOLVING
LIVING ITSELF

is a continuous process.

ACTIVITIES

Continuous evaluation (studying how well you are doing and how you are doing it) is as important as any other step. This tells you your progress. Don't be surprised if your evaluation brings out new facts that alter your solution, or even cause you to set new goals.

(Group Activity)

"STRATEGIES FOR GROUP ACTION IN COMMUNITY DEVELOPMENT"

1. Convergence of interest

   1) Interest emerges - maybe on the part of one person
   2) Interest converges - one person finds cohorts
   3) Person or group may seek consultant help

   Insights needed:

   Is the proposed action consistent with what the community defines as "good for the community"?
   How much interest already exists? Who are its spokesmen?
   Has it been tried before? What happened?
   How can interest be expanded? What skills are needed?
   What is the community attitude likely to be?
   What help can consultants give us?

2. Initiation of action

   1) Formation of initiating group
   2) Definition of goals (beyond individual goals)
   3) Decision as to whether means are available
   4) Justification of action and of right of this group to initiate it

   Insights needed:

   Who are the strategic people and groups? Who is most strategic for this particular action?
   Who should initiate this action? Are we the right ones?
   How can support be strengthened and opposition overcome?
   Is there an existing organization that might better take this on?

3. Legitimation and sponsorship

   1) Getting approval from groups and individual who will help assure community acceptance
   2) Establishing the fact that the action places community goals ahead of individual or special advantage

   Insights needed:

   What sponsorship is needed and how can it be achieved?
   What manpower? What financing? What press support?
   How can it be demonstrated that this has wide support?

4. Overall plan

   1) Plan takes shape
   2) Decision making procedures and principles are established
   3) Goals are re-defined
   4) Compromise is worked out between original idea and ideas of enlarged group
   5) Necessary organization is determined and planned

Insights needed:

How are people involved in decision making?
How is responsibility shared?
How do we build on present interest?
How do we assess community reactions - support and opposition?
How do we allay suspicions and fears and encourage cooperation?

5. Organization

1) Developing necessary organization (through existing organizations? through a coalition? through a new organization?
2) Developing methods of working (shaped by intentions and skills of those involved but also by community traditions and patterns)
3) Establishing communication with groups and organizations

Insights needed:

What - honestly - are our own motivations?
What - realistically - are our resources?

6. Execution

1) Resources are mobilized
2) Action is taken

Insights needed:

How, in the pressure of getting the job done, can we maintain communications, security, morale, interest, support?
How, in the heat of action, can we maintain participative decision making?

7. Evaluation (not a separate step but a continuous concern)

1) Deciding what we want to learn from this
2) Determining how to measure progress
3) Deciding what records we need to keep
4) Building in processes of evaluation

IDEAL COMMUNITY
DECISION BY CONSENSUS

by
Arun C. Basu
State Extension Specialist
Community Resource Development

This is an experience in group decision making which is a modification of the widely used NASA exercise, as well as the one on Community Systems developed at V.P.I.&State University. The primary objective is to get an insight into the usefulness of group consensus decisions. It is also helpful in pointing out the value of a well functioning group in the making of important decisions.

Instructions: Form groups of 6-15 members per work group. Each participant, *individually*, rank the needs in order of importance on the work sheet. You have 15 minutes. Now group consensus is difficult to reach. Try, as a group, and rank the needs in order of importance with all group members agreeing at least partially. Every ranking may not meet with everyone's *complete* approval.

Follow these guidelines in an attempt to reach group consensus:

(1) Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

(2) Avoid changing your mind only in order to reach agreement and avoid conflict. If you are able to agree somewhat, change your mind with reason.

(3) Avoid "conflict-reducing techniques" such as majority vote, averaging or other bargaining techniques.

(4) View differences of opinion as helpful rather than as a hindrance in decision making.

(5) Take as much time as you need in reaching your group decision. (Projected time 30-60 minutes).

(6) Compare and discuss the rankings and its significance and implications in efforts to meet community needs or solve community problems. Your group leader or instructor should be able to assist you to compare and discuss the data that you have come up with both as individuals and as a group.

ESTABLISHING IDEAL COMMUNITY

BY
Arun C. Basu
State Extension Specialist
Community Resource Development

Instructions: You have recently purchased a 1500 acre farm 125 miles away from Chicago, where two leading industries of the nation are in the process of establishing their new production plants. As you plan to turn this farm into a model township, you have built enough homes for 30,000 people but there are other dimensions that you must fulfill before your township becomes livable. In what order would you set up the following needs? List the needs from the most important to the least important.

________ A. Communication Needs - newspapers, radio, television, phones, etc.

________ B. Transportation Needs - highways, public mass transportation, buses, taxis, etc.

________ C. Financial Needs - banks, credit bureaus, savings & loans association, etc.

________ D. Religious Needs - churches, ministers, etc.

________ E. Public Service Needs - water, sewer, gas electricity, garbage collection, service stations, etc.

________ F. Legal Needs - courts, judges, laws, lawyers, etc.

________ G. Maintenance Needs - plumbers, home builders, repairmen, technicians, etc.

________ H. Public Safety Needs - police dept., fire dept., health dept., etc.

________ I. Recreational and Cultural Needs - parks, entertainments, outdoor recreation, etc.

________ J. Educational Needs - schools, colleges, libraries, teachers, etc.

________ K. Medical Needs - hospitals, ambulance services doctors, nurses, dentists, etc.

________ L. Consumption Needs - farmers, millers, market places, stores, shopping centers, etc.

________ M. Economic Growth Needs - small industries, businesses, etc.

________ N. Planning and Research Needs - housing authority, community improvement councils, planning & zoning group, citizens civic organizations for the advancement and proper growth of the township.

________ O. Local Government Needs - municipal and/or city government, public service districts, etc.

GROUP SUMMARY SHEET

INDIVIDUAL PREDICTIONS

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A. Communication Needs																		
B. Transportation Needs																		
C. Financial Needs																		
D. Religious Needs																		
E. Public Service Needs																		
F. Legal Needs																		
G. Maintenance Needs																		
H. Public Safety Needs																		
I. Recreational & Cultural Needs																		
J. Educational Needs✓																		
K. Medical Needs																		
L. Consumption System Needs																		
M. Economic Growth Needs																		
N. Planning & Research Needs																		
O. Local Government Needs																		
TOTAL																		

NOTE:

Column 15 for correct numerical ranking
Column 16 for consensus numerical ranking
Column 17 for group consensus score
Column 18 for individual score calculation

FEEDBACK FORM

1. What about the 4-H/CRD sessions did you especially like?

2. What about the 4-H/CRD sessions did you not like?

3. What skills do you feel you acquired in these sessions?

4. What are your ideas or recommendations for 4-H/CRD training sessions?

COMMUNITY RESOURCE SURVEY

Give your estimate of the quality of the following in your community.

0 = completely inadequate or nonexistent
1 = poor
2 = fair
3 = average
4 = above average
5 = excellent

General

_____ 1. Fire Protection
_____ 2. Police Protection
_____ 3. Court Systems
_____ 4. Sewage Disposal
_____ 5. Water System
_____ 6. Storm Sewers
_____ 7. Garbage Disposal
_____ 8. Garbage Collection
_____ 9. Electrical Service
_____10. Telephone Service
_____11. Postal Service
_____12. Volunteer Organizations
_____13. Zoning Ordinances
_____14. Medical Services
_____15. Dental Services
_____16. Hospital Facilities
_____17. Welfare Agencies
_____18. Youth Clubs (YMCA, etc.)
_____19. Upkeep of Streets
_____20. Public Transportation
_____21. Industrial Development

Education

_____22. Elementary Faculty
_____23. Elementary Curriculum
_____24. Elementary Facilities
_____25. Secondary Faculty
_____26. Secondary Curriculum
_____27. Secondary Facilities

Job Opportunities for

_____28. Under 18
_____29. 18 - 35
_____30. 36 - 60
_____31. 61 - over
_____32. Restaurants
_____33. Hotels & Motels
_____34. Shopping districts
_____35. Service & Repair work
_____36. Cleanliness of Community
_____37. Traffic Control
_____38. Industrial Growth

Recreation Facilities

_____39. Swimming Facilities
_____ . Outdoor Ball Parks
_____41. Parks & Picnic Areas
_____42. Public Meeting for Large groups
_____43. Summer sports programs
_____44. Playgrounds for Small Children
_____45. Meeting Place for Teenagers
_____46. Year-round Programs for Adults
_____47. Summer Programs for Adults
_____48. Year-round programs for Teens
_____49. Summer Programs for Teens

Personal Comments

In the space below, list the three most important problems facing your Community.

COMMUNITY DEVELOPMENT

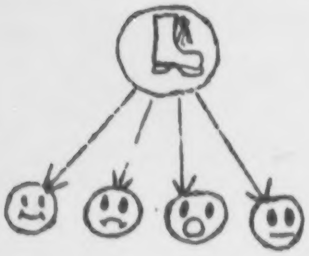
Community development is doing what the people of a community want to do to improve their community.

There are dozens of different definitions for community development. Most of them, however, involve the idea of the people in the community making "group decisions" and taking "group actions" to enhance the general living conditions and well-being of the community.

January, 1974, Division of Community and Environmental Development, Appalachian Center, West Virginia University. 4-H/CD Training Series.

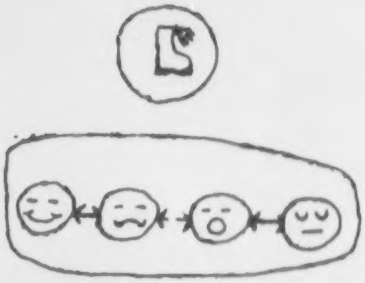
LEADERSHIP STYLES

I. Autocratic:



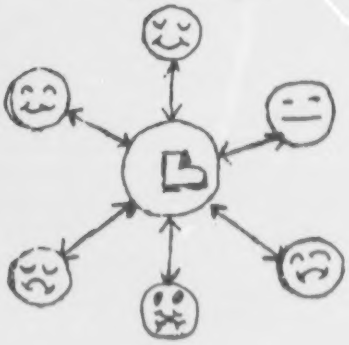
___ Tells people what to do
___ Secures dependence upon himself
___ Gives orders and others carry them out
___ Conscious of his position and authority
___ Believes that others cannot be trusted
___ Group work slips markedly when absent
___ Expect and secure discipline and immediate acceptance of all orders
___ Urges group members to bring their problems to him and is interested in all the decision making

II. Laissez-Faire:



___ Lazy leader, the leader is not doing much
___ No Communication
___ No confidence in his ability or stays away from group
___ Sets no clear goals for the group
___ Is incapable of making decisions or helping the group arrive at decisions
___ Tends to let things drift
___ Lowest group morale and productivity
___ There is much buck-passing and scape-goating
___ No team work or group cohesion
___ No one knows what to do or what to expect

III. Democratic:



___ Share with group the decision making
___ Careful to develop participation, opinion-giving and decision-making as possible
___ There is clear cut and good communication
___ Praise and criticisms are always given objectively
___ Encourages worthwhile suggestions
___ The degree of teamwork within the group is noticeably greater
___ Leads to the development of independent leadership

POWER STRUCTURE--COMMUNITY DECISION-MAKING*

I. Introduction

This is a game in which a low mobility, three-tiered society is built through the distribution of wealth in the form of chips. Participants have a chance to progress from one level of society to another by acquiring wealth through trading with other participants. Once the society is established, the group with the most wealth is given the right to make the rules for the game. They generally make rules which the other groups consider to be unfair, fascistic and racist. A revolt against the rules and the rule makers generally ensues. When this occurs, the game is ended. The game is useful for raising the questions about the uses of power in a competitive society.

II. Chips required for the game

The total number of chips required equal: 5 X number of participants.

The number of blue chips equals: 1 x number of participants.

The number of red chips equals: 2 x number of participants.

The number of white chips equals: 2 x number of participants.

Example
Suppose you have 35 people, the total number of chips required would be: 5 x 35 or 175 chips. (blue chips, 1 x 35 or 35 chips; red chips, 2 x 35 or 70 chips; white chips, 2 x 35 or 70 chips.)

BONUS CHIPS - In addition to the regular total number of chips required, you will need 12 additional blue chips as bonus chips to be used in the game later.

III. Preparing for the game

Give each participant five chips in the following order:

Blue chips - 1
Red chips - 2
White chips - 2

Tell the participants that this is a game that involves trading and bargaining and the three persons with the highest scores will be declared the winners. They will probably ask later in the game if there is going to be a group winner. The answer is: "The three individuals with the highest scores will be declared winners."

Do not tell them that a group is going to be given the right to make the rules for the game.

---

*Adapted from the game, "Star Power," by R. Garry Shirts.

A. Explain the following scoring systems to the participants:

Every blue chip is worth 25 points.
Every red chip is worth 15 points.
Every white chip is worth 5 points.

Before you start the game make sure that the distribution of chips is in order and each individual has in his or her hand one blue chip, two red chips, and two white chips, worth all together 65 points.

B. Distribute the chips as outlined previously.

C. Explain the following rules of bargaining.

1. They have ten minutes to improve their scores.
2. They improve their scores by trading advantageously with others in the group.
3. Persons must be holding hands to effect a trade.
4. Only one-for-one trades are legal. Two-for-one or any other combinations are illegal.
5. Once a participant holds the hand of another individual, one chip of equal value or color must be traded. If a couple cannot effect a trade, they may have to hold hands for the entire ten minute trading session.
6. There is no talking unless hands are held. This rule should be strictly enforced.
7. Individuals not willing to trade may fold arms and still be part of the trading group. One cannot isolate himself from the group.
8. All chips should be hidden. This rule should be strictly enforced.
9. Any other rules that you consider appropriate.

IV. Start the trading session

A. After the rules have been explained, start the trading session. Tell them it will last ten minutes. After ten minutes of trading, have the participants compute their scores for the session.

B. Record the scores on a blackboard and divide the total group into three sub-groups based on the following:

1. Individuals with scores 65 and below should be asked to form a group on one side of the room.
2. Individuals with scores above 65, but less than 90, should be asked to form the second group.
3. Individuals with scores 90 or above should be asked to form the third group in a different section of the room.

NOTE: The instructor can set different ranks of scores to facilitate the formation of three different sub-groups with nearly equal number of members per group.

V. The Bonus Session

A. Holding up a blue chip, tell them that this is a bonus point chip.

B. Give each group two bonus chips.

C. Tell them that each chip is worth 25 points.

D. Their task during the bonus session is to distribute the bonus chips to members of their group.

E. The decision regarding the distribution of chips in the group must be a unanimous vote.

  1. One person might receive both bonus chips, or two members may receive one chip a piece.

F. Groups have five minutes to distribute the bonus chips.

The instructor now takes an account of the scores of individual members and shuffles the groups around to form new high, low and middle groups according to the new scores as a result of the bonus session.

VI. Second Round

A. Put those persons with the highest scores in one group. Put those with middle scores in one group. And put those with the lowest scores in a third group.

B. Start the second round of trading and bargaining. Follow the same rules that were applied during the first trading session. This should last for ten minutes.

C. At the end of the second trading session, divide the groups again into new groups based on three separate ranks of scores: i.e., 65 and below, 66 through 85, more than 85.

D. Make sure you write these different ranks of scores on the blackboard so that everybody can understand the three different groupings.

VII. Third Round

A. Announce that the groups will have the third and final trading session. But, before any trading or bargaining takes place, a new set of rules will be established as follows:

  1. All three groups should be instructed to have a discussion and come up with recommendations as to how the third and final round of trading should take place.
  2. The lowest group and the middle group will make their recommendations to the group with the highest scores.
  3. The group with the highest scores will take into account the other two groups' recommendations as well as theirs and make the rules for the final round of trading. In other words, the group with the highest scores will have the final say in setting the rules for the final trading session.

B. From then on, play it by ear. What is likely to happen is that the groups will make very tough rules that protect their own interests. The middle group and lowest group will either give up, organize, become hostile, or commit an act of frustration and defiance.

C. Stop the game when it is evident that the group with the highest score have made a rule which the others consider unfair and fascistic. This generally occurs after two or three rounds.

D. After the game is concluded, gather the group together and discuss implications of the game for the real world.

VIII. Suggested questions for post-game discussion

Explain the importance of the discussion period as an opportunity for us to share both our experiences and our learnings from the game.

Begin with the first round:

A. Was there a trading pattern in the first round?
B. Who traded with whom?
C. Did any of you encounter people who refused to trade with you? How did you account for this? How did it make you feel?
D. Were there some of you who didn't trade at all, or even attempt to trade, finding it difficult to enter into the game? What led you to act this way? Frustrations? Lousy chips? Great chips?
E. What were your reactions when you discovered your original score? What did you decide to try to do?
F. Were there any differences in trading behavior between lowest, middle, and high score groups? Identify these if possible.

Move to the Bonus Chips:

A. What happened during the team discussions of the bonus chips?
B. Why did you do what you did?
C. What was the effect of this?
D. How did it feel to receive additional points? Did you welcome this? Did you dislike this? Feel more potent? Feel more inadequate?
E. How did it feel to give the additional points to others? Welcome this feeling? Feel superior? Left out?

Move to the second round:

A. Some people moved up and became members of other teams. Some moved down. Were you accepted by your new teammates? How did you conduct yourself during the next round?
B. What happened in the high score group when you learned that you could make all the rules? What suggestions were made for rule changes? Why did you do what you did?
C. Were you aware that this would appear unfair to the other teams? Did the other teams give you feedback to help you see that you might be in trouble if you acted unfairly?
D. What happened in the low score group and the middle group when you learned that the high score group would make all the rules? Did you make any suggestions to them? Did you expect fair play?
E. What happened when the high score group announced their new rules? Why? What were the outcomes?
F. How do you feel about this now?

Relate the game to social and political affairs:

A. Does this game remind you of any social, economic, or political situations in real life? Identify and discuss.

B. How does the game teach us the feelings: apathy, fears, confusion, or power that certain people feel in real life? Can you feel more empathic to these people? In what ways?

C. In real life, the power groups make all the rules. Can you identify places where this happens? How did the high score group get their power? How do they keep it? What are the effects of their uses and abuses of power?

D. How did the middle and lower groups attempt to influence the power structure in the game? Does this teach us anything about how to influenc or how not to influence the power structure in real life?

E. Can you think of other things you might have done to have been more effective?

F. When did you begin to feel like a part of a team? What helped you to identify with your team?

G. Did your team work together well? How could it have worked together more effectively? Does this teach us anything about power blocs in real life? Which team seemed to be the best organized?

IX. Conclusions

One note of caution, Generally groups need to think about the game in personal terms, or "who did what to whom" before going on to the issues involved. This can be an important experience in interpersonal relationships; helping members of the group understand their reaction to authority, competitive situations, etc.

However, it is important that this discussion does not damage the ego, status or self-concept of any of the participants. If you see the discussion going beyond the point of friendly rivalry, then you might direct it more forcibly toward the issues involved rather than the personalities. If in the unlikely event that the high score group is being badly scapegoated, then you might point out that every group which has participated in the game thus far has reacted in essentially the same manner. And, in general, try to direct the discussion toward the question of whether any group put in the same situation would act any differently.

Prepared for 4-H/CD Training Program by Arun C. Basu, Acting Division Leader, Division of Community and Environmental Development, West Virginia Center for Appalachian Studies and Development, West Virginia University, Morgantown, West Virginia, February 5, 1974.

LEADERSHIP AND PERSONALITY*

Based on observations of leadership in action, these facts emerge:

There is a type of leadership more natural to you than other types. In the long run, you'll do better with this approach than with another.

Every leader must nevertheless use each of the three basic approaches - the three approaches being autocratic, democratic and free-rein to some extent.

Your personal preference of leadership method is definitely one of the major factors influencing your normal approach. But, where other factors such as the nature of your group or the situation dictate, it is possible to adopt a method which is a satisfactory compromise of all factors taken together.

Testing Your Personality

Are you naturally an autocratic, democratic, or free-rein leader?

You may be able to answer the question off the cuff. But the odds are stacked against you. Cervantes wasn't kidding when he styled this matter of knowing one's self as "...... the most difficult lesson in the world."

Johnny Smith meets a girl at a party. She tells him, "When I first saw you, you looked so fierce and angry". But as far as Johnny knew, he merely felt lonely, out of things, and miserable. Self-Knowledge and self-appraisal is made difficult for us by a mountain-sized blind spot.

And so it may be that, though we've been running a 4-H Club or Home Demonstration Club, we may actually not know our natural leadership tendencies. This blind spot can prevent us from utilizing the leadership methods most in tune with our emotional needs.

Knowing the kind of leader you tend to be may make only a small difference in your day-to-day leadership behavior. Other factors may outweigh the personality factor. On the other hand, the new insight this information yields may help explain past dilemmas, and equip you to deal with future problems on a much sounder basis.

Fortunately, it's possible to get a practical answer to the question of your natural leadership tendencies. The answer may not be as comprehensive or as accurate as you could gain through psychiatric consultation, but it can serve to clarify your leadership role in one of its most vital aspects.

What Type of Leader are You?

The quiz below can reveal to you in approximate terms the type of leader you naturally tend to be.

Some of the questions you'll be able to answer offhand. A few may require careful thought. But answer all the questions, and answer them as honestly and accurately as possible. Where the question asked has no ready answer from your experience, indicate what you believe you would do in the situation described.

When you've completed the quiz, go on to the directions for scoring the quiz and the analysis that follow.

	Yes	No
1. Do you enjoy "running the show"?	____	____
2. Generally, do you think it's worth the time and effort to explain the reasons for a decision or policy before putting it into effect?	____	____
3. Do you prefer the administrative end of your leadership job-planning, paperwork, and so on - to supervising or working directly with your subordinates?	____	____
4. A stranger comes into your department and you know he's the new employee hired by one of your assistants. On approaching him, would you first ask his name rather than introduce yourself?	____	____
5. Do you keep your people up-to-date on developments affecting the group, as a matter of course?	____	____
6. Do you find that in giving out assignments, you tend to state the goals, leave methods to your subordinates?	____	____
7. Do you think that it's good common sense for a leader to keep aloof from his people, because in the long run familiarity breeds lessened respect?	____	____

8. Comes time to decide about a group outing. You've heard that the majority prefer to have it on Wednesday, but you're pretty sure Thursday would be better for all concerned. Would you put the question to a vote rather than make the decision yourself? ____ ____

9. If you had your way, would you make running your group a push-button affair, with personal contacts and communications held to a minimum? ____ ____

10. Do you find it fairly easy to fire someone? ____ ____

11. Do you feel that the friendlier you are with your people, the better you'll be able to lead them? ____ ____

12. After considerable time, you dope out the answer to a work problem. You pass along the solution to an assistant, who pokes it full of holes. Would you be annoyed that the problem is still unsolved, rather than become angry with the assistant? ____ ____

13. Do you agree that one of the best ways to avoid problems of discipline is to provide adequate punishment for violations of rules? ____ ____

14. Your way of handling a situation is being critized. Would you try to sell your viewpoint to your group, rather than make it clear that, as boss, your decisions are final? ____ ____

15. Do you generally leave it up to your subordinates to contact you, as far as informal day-to-day communications are concerned? ____ ____

16. Do you feel that everyone in your group should have a certain amount of personal loyalty to you? ____ ____

17. Do you favor the practice of appointing committees to settle a problem rather than stepping in to decide on it yourself? ____ ____

18. Some experts say differences of opinion within a work group are healthy? Others feel that they indicate basic flaws in group unity. Do you agree with the first view? ______ ______

Your score

To get your score, indicate the number of "Yes" answers you had for the following groups:

L. 1, 4, 7, 10, 13, 16
II. 2, 5, 8, 11, 14, 17
III. 3, 6, 9, 12, 15, 18

If you had most "yes" answers in Group I, chances are you tend to be an autocratic leader.

If your total of "yes" answers are highest in Group II, you probably have a predisposition toward being a democratic leader.

If Group III is the one in which you show the greatest number of "Yes" answers, you are probably inclined to be a free-rein leader.

In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

(1) No member may speak

(2) No member may ask another member for a card or in any way signal that another person is to give him a card.

(3) Members may, however, give cards to other members.

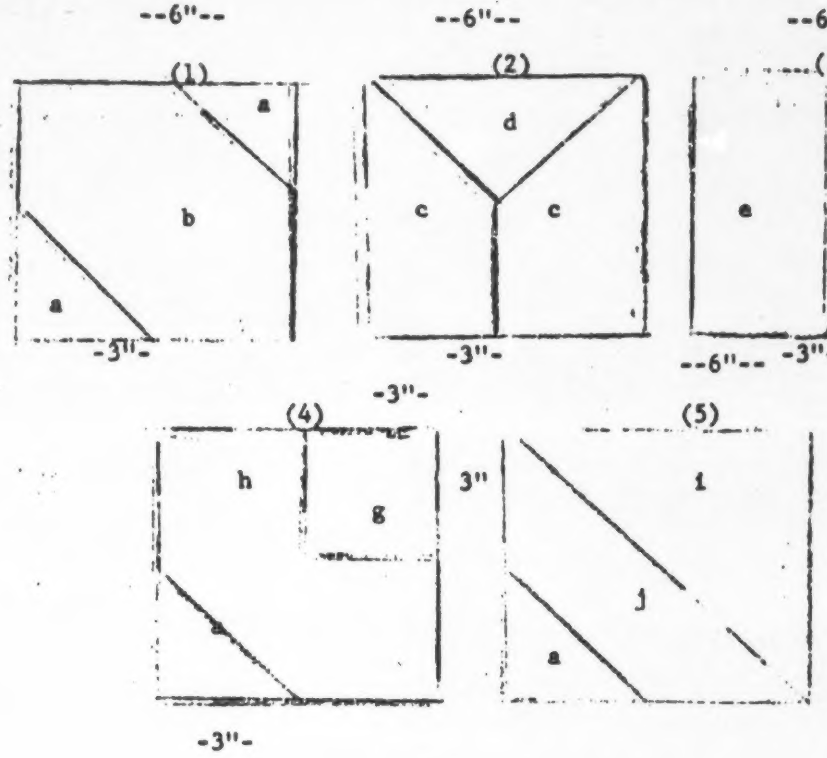
Are the instructions clear? (Questions are answered.)

Trainer gives signal "Begin working".

DIRECTIONS FOR MAKING A SET OF SQUARES[3]

A set of five envelopes containing pieces of cardboard which have been cut in different patterns and which when properly arranged will form five squares of equal size. One set should be provided for each group of five persons. Since groups often run from fifteen to twenty persons, it is suggested that the trainer make four sets while he is about it.

To prepare a set, cut out five cardboard squares of equal size, approximately six by six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc. lightly so they can later be erased.



A = i, h, e
B = a, a, a, c
C = a, j
D = d, f
E = g, b, f, c

The lines should be so drawn that when cut out, all pieces marked a will be of exactly the same size, all pieces marked c, of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six by six inches.

After drawing the lines on the six by six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark each of five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter, as Envelope A, etc. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Decision Making Under Pressure (In-Tray)[4]

OBJECTIVES:

To stimulate the trainee to analyze problems occurring when individual and independent action is required.

To provide an opportunity for each individual to examine the ways in which prior practice in group problem solving affects his handling of problems.

To provide an opportunity for trainees to examine their experience in solving problems under pressure.

MATERIALS:

Chalkboard, chalk, eraser.

Several pieces of paper and a pencil for each participant.

A packet of materials for each participant. The packet includes:

- Directions to Participants
- Ten action items
- Notepaper
- Paper clips

A copy for each participant of "Instructions for Preparation of Summary Sheet."

APPENDIX III

Wood County 4-H CRD Program for 1973[1]

The following newspaper articles were taken from The Parkersburg Sentinel and are provided as examples of one type of media coverage received by the 4-H CRD program in one county. These are only selected examples from the local news coverage received of the program.

Also included is a copy of the progress report prepared by the Wood County Extension Staff for the 4-H CRD program for 1973. Similar reports were prepared by the other counties.

YOUTH INVOLVEMENT IN COMMUNITY RESOURCE DEVELOPMENT

PROGRESS REPORT

WOOD COUNTY

WEST VIRGINIA

SITUATION AND TRENDS

A concern that local youth did not have the opportunity to help make decisions and actively seek solutions to community problems, caused the Wood County 4-H Youth staff to begin planning for a Youth Leadership Workshop For Community Development in the fall of 1971.

The need for youth's perspective in community affairs was discerned by the Extension Agents with the assistance of members of the county court, the mayors of three Wood County cities, the county superintendent of schools, and Wood County young people themselves.

After legitimization by these community leaders, the Wood County Extension staff began planning and designing the Youth Leadership Workshop for Community Resource Development. The Board of Directors of two Parkersburg Foundations were confident enough of the value of this experience to Wood County youth that grants totaling $1,800 were given to make this workshop possible. Thirty-three young people attended the Workshop August 27 - 31, 1972.

As a result of the workshop, several youth have become involved in community organizations. Two were appointed to the Parkersburg Traffic Safety Committee by the mayor and another accepted a position on the county 4-H Review and Expansion Committee. A group of 11 participants attended a Board of Education meeting on a fact finding mission. Four of the participants accepted membership on the Blennerhassett Island Improvement Committee. In December the group organized as Youth Action For A Better Community, elected officers and began working on several community development projects.

Because of the success of the 1972 4-H C.D. program, the Wood County model was expanded into eleven West Virginia counties in 1973. Following the same design as in 1972, a 4-H C.D. camp was held in Wood County in the summer of 1973 with 50 young people from the four county high schools participating. The only change in the design of the 1973 4-H C.D. program was the method of funding. A part time program assistant and two part time aides added considerable momentum to the 4-H C.D. program. Funds for operation of the camp were made possible thru 19 community civic organizations. The long range goal for involving these civic clubs was to provide an opportunity for youth to become actively involved with adults in the community. As a committment to become involved with adults in community development, the youth participating in the C. D. workshop reported back to the civic clubs and hopefully will continue to work together in some way in solving community problems thru out the year.

Sixteen adults representing community agencies and governmental bodies participated in a one day program at the C. D. camp. This sharing of ideas among youth and adults participating was one of the most valuable parts of the program. Before leaving the camp the youth had laid a foundation for organizing a Youth Resource Council which, since the close of camp, has become active in many community activities. The youth were divided into geographical areas and will work with civic groups in their localities where possible with assistance from adult volunteers.

The potential exists for expanding the 4-H C. D. program in Wood County. Verbal support from the power structures and financial assistance from civic organizations were probably the two greatest assets for 4-H C. D. program advancement in the future.

The greatest impact of the 4-H C. D. program in Wood County has been the public relations and publicity for the total extension youth program. The 4-H C. D. program not only broadened public awareness of the expanded concept of 4-H, it brought about an acceptance by the traditional 4-H leaders association of their potential leadership role in total county 4-H program implementation and expansion.

RESULTS

As a result of the 4-H C. D. camp a Youth Resource Council has been organized and is becoming involved in many community development activities. The mayor of Parkersburg has appointed a youth advisory council to participate in an advisory capacity to the Parkersburg City Council. Members of the mayors Youth Advisory Council were participants in the 1973 4-H C. D. camp. Some of the activities which have been tackled by the Youth Resource Council are:

(1) Organization of a Call-A-Teen employment referral service which hopefully will be in full operation by the spring of 1974.

(2) Sponsored a sex symposium at the Parkersburg City Park where a local doctor and the director of public relations at a local hospital presented factual information on V D and other sex related social problems

(3) Adopted a constitution and by-laws for the group

(4) Presented a program at the Community Service Council and 15 other civic clubs meetings

(5) The Youth Resource Council will have official representation on the Community Service Council which meets monthly for the purpose of sharing ideas and activities from all Wood County organizations and agencies.

PROBLEMS

Some of the problems facing expansion of the 4-H C.D. program in Wood

County are (1) lack of adult volunteer leadership to help the youth carry thru their plans for involvement in Community Development (2) involvement of the youth in other school and community activities which leaves limited time for participation in the Youth Resource Council activities (3) lack of an adult advisory committee to work with the Youth Resource Council in tackling the major problems identified in the C. D. camp.

LONG TERM OBJECTIVES

The overall objectives of the Wood County 4-H C. D. program are: (1) to make our community a better place to live, work and enjoy life and (2) to help youth become actively involved in community development programs and decision making processes within the community.

SPECIFIC OBJECTIVES

Specific objectives are:

1. Help youth become aware of themselves and of others
2. Help youth know more and better understand their community and the impact it has on their lives
3. Have youth develop knowledge and skills in community leadership
4. Help youth develop an interest in and a love for their community
5. Assist youth in relating to community leaders and the community in order to be able to participate effectively in community activities, programs, and organizations
6. Help youth develop and carry out community action projects to improve the quality of their environment.

KEY GROUPS AND AGENCIES INVOLVED

North Parkersburg Kiwanis	Parkersburg Womens Club

Williamstown Womens Club

Rotary

South Parkersburg Womens Club

Altrusa

Business & Professional Womens Club

Mineral Wells Lions

University Park Lions

South Parkersburg Jaycees

Parkersburg Jaycees

Zonta

Civitan

Junior League

Extension Homemakers

Fort Neal Kiwanis

Washington Lions

Lubeck Lions

Vienna Jaycees

COUNTY WIDE COMMITTEES

Extension Service Committee

4-H Leaders Association Executive Committee

4-H Review and Expansion Committee

RECOMMENDATIONS

From the beginning of the 1973 4-H C. D. program until the end of the camp, held in early June, the 4-H C. D. program had total staff involvement. During the month of June and early July, Vivian Thomas, 4-H C. D. program leader, worked with the program assistants and aides in carrying out 4-H C. D. activities. From July 7th thru August 31st, due to Vivians resignation, the Wood County 4-H C. D. program did not have an agent appointed as the 4-H C. D. program leader. Although the para-professional staff received guidance from various agents they could have undoubtly accomplished more had an agent been appointed as the 4-H C. D. program leader, to work more closly with them. Beginning September 1st, Lyndall Jones was appointed 4-H C. D. program leader for Wood County. A proposal was submitted and approved for the extension of funds for a 4-H C. D. program assistant in Wood County. During the next four months high priority will be placed upon:

(1) Group building within the Wood County Youth Resource Council

(2) Coordination between members of the Youth Resource Council and community service organizations (especially those who funded the 4-H C. D. scholarship program

(3) Continue identifying and recruitment of local volunteer leaders who will advise and work with 4-H C. D. community groups

(4) Continue to promote and assist with activities that may have been started by the Youth Resource Council as a result of the 4-H C. D. camp.

(5) Laying the ground work for a 1974 4-H C. D. camp thru continual legitimization with community leaders, governmental bodies and the county educational system.

APPENDIX IV

Participant Survey Questionnaire , 1973

COMMUNITY RESOURCE DEVELOPMENT
JUNE 1973
OFFICE OF RESEARCH AND DEVELOPMENT

1. Name______________________________

2. Home Address______________________________

3. Approximate Community Population________

4. Age_____ 5. Sex____ 6. Years of Schooling Completed________________

7. Name of School______________________ 8. Number of Students_____

9. Field of Study______________________________

10. Number of Brothers______ Number of Sisters________

11. Parents ☐ Living ☐ Deceased

12. Fathers Highest Educational Attainment____________________

13. Fathers Occupation______________________________

14. Mothers Highest Educational Attainment____________________

15. Mothers Occupation______________________________

16. State the name of the town and State where you have lived most of your life.

____

17. Have you ever lived in an urban area of 25,000 or more population?
☐ Yes ☐ No If yes, how many years?_____

18. Have you ever worked with adults on committees or in community organizations?
☐ Yes ☐ No If yes, please describe briefly ______________

____

____

19. "Youth and adults can work cooperatively in community development efforts." To what extent do you agree with this statement?
☐ Strongly agree ☐ Agree ☐ Uncertain ☐ Disagree

☐ Strongly disagree

20. Why did you choose to participate in the leadership training camp for community development?______________________________

21. In your community have youth and adults worked together in the past on community development efforts? ☐ Yes ☐ No If yes, what types of activities?______________________________

If no, why?______________________________

22. What problems if any do you anticipate in working with adults within your community?______________________________

23. Prior to entering this program did you personally know or have you had conversations with community officials in your community?
☐ Yes ☐ No If yes, indicate which ones (Name, Title, etc.)

24. Do you feel that you understand the goals and purposes of this Community Resource Development program. ☐ Yes ☐ No

If Yes - What are its goals______________________________

If No - Why don't you understand______________________________

25. What role would you like to play in the program i.e. what community development functions would you like to be involved in?______________________________

26. Do you feel other youth in your community will want to be a part of this community development program. ☐ Yes ☐ No If yes, why?

____

If no, why not? ____

27. What are the main points that you dislike about the program so far as you understand it? ____

____

28. What are the main points that you like about the program so far as you understand it? ____

____

29. What are the main area or topics in your community around which youth and adults will be able to work together? ____

____

30. What are the main areas or topics in your community around which youth and adults will not be able to work together? ____

____

31. How did you learn about the program? ____

____

32. Are there other youth in your community who should have been asked to participate in the program but were not? ____ Yes ____ No
Who were they? ____

____

Why were they not asked? ____

____

33. As a result of your youth, do you feel that you have any special contributions to make to community development? ____

____

____

APPENDIX V

Staff Survey Questionnaires

Name ____

Office Address ____________________________________

Home Address _____________________________________

Position Title ____________________________________

Age _____ Sex _____ Marital _________ Military Status _______________

Highest Educational Attainment ______________________

Education Institution ____________________________

Major Field of Study _____________________________

No. of Years of Extension Service ___________________

No. of Years with Appalachian Center ________________

No. of Years in Current Position ____________________

Fathers Highest Educational Attainment ______________

Mothers Highest Educational Attainment ______________

State and City or Town where you spent most of your life until age 14.

____

After age 14, identify periods of time you lived in a particular environmen i.e., rural, farm, urban, metropolitan.

____

Have you ever lived in or worked in an Urban Area? Identify where and in what role.

____

Experience in working with low income or minority groups. (BRIEF)

____

EVALUATION OF THE COMMUNITY RESOURCE DEVELOPMENT 4-H PROGRAM
BY THE OFFICE OF RESEARCH AND DEVELOPMENT

ATTITUDES AND OPINIONS OF APPALACHIAN CENTER STAFF CONCERNING GOALS, PROBLEMS, RESOURCES AND STRENGTHS

1. Do you feel that you can openly and freely answer sensitive questions about the CRD - 4-H project to the Office of Research and Development, the organizational unit charged with evaluation of the 4-H Community Resource Development Program? ☐ Yes ☐ No

2. The following questions concern the goals of the 4-H CRD program:

   A. Do you feel that you have a clear understanding of the primary and secondary goals of the program? ☐ Yes ☐ No

   ☐ Uncertain

   B. What are the primary and secondary goals of this program? (State briefly)

   C. Who within the Appalachian Center do you feel is determining the goals of the program?

   D. Are the goals realistic and can they be accomplished by the Appalachian Center?

   E. Are the goals the same as the ones you prefer? If not, why aren't they? If not, what are the major changes in emphasis you would prefer?

   F. What are your general perceptions of the other staff members involved in this program (staffs of 11 pilot counties and state staff) concerning their abilitites and desires and to work in this type of program to accomplish its goals?

   ☐ Have abilities and desire

   ☐ Have ability but not desire

   ☐ Have desires but not ability

   ☐ Ability questionable

   ☐ Desire questionable

G. Do you consider this program to be:

☐ a. a separate or special program

☐ b. part of your permanant future responsibilities

H. Do you feel this program is compatible with your responsibilities? If not, where do the differences occur? Could anything be done to resolve these differences? If so, what and by whom?

I. Are the goals of this project sufficient or appropriate to meet?

(a) the needs of the identified client group? ☐ Yes ☐ No ☐ Uncertain

(b) your needs as an individual staff member of the Appalachian Center? ☐ Yes ☐ No ☐ Uncertain

(c) the needs of the organizational itself? ☐ Yes ☐ No ☐ Uncertain

3. In your opinion, what are the major problems confronting this program? In addition to listing the problems, we also want to know how severe the problems are, and who or what is causing them (e.g. within extension and at what level, and outside of extension).

A. Has your attitude toward the program or the staff related to the program changed substantially in any way since you first learned of the program? ☐ Yes (If yes, briefly state how or why)
☐ No

B. Do you feel the organizational communication concerning the program has been adequate for your purposes? ☐ Yes ☐ No
If not, do you know what has prevented the lack of communication and could you suggest improvements? If not adequate, do you feel the lack of communication is serious enough to impair the success of the program?

C. What do you understand your role to be in this program?

Do you agree with what you understand as your role in the program?
☐ Yes ☐ No ☐ Uncertain

If not, why?

D. Do you generally feel that other staff members (county and state) programmers and administrators understand and agree with their roles? ☐ Yes ☐ No ☐ Uncertain

If not, why?

E. Do you understand and agree with the present roles of other staff members and administrators involved in the program?
☐ Yes ☐ No ☐ Uncertain

F. Is the leadership in the program clearly understood by you and others involved? ☐ Yes ☐ No ☐ Uncertain

G. Who do you identify as the organizational leaders in this program?

H. Do you feel that the planning, organizing, staffing and operation of the project to date has been adequate? ☐ Yes ☐ No ☐ Uncertain If you do not so feel, would you describe what you feel has occurred that should have been handled differently and how?

I. Are thereother problems that you can identify that should be resolved in order to enhance the probable success of the program?

4. Do you feel that you understand what organizational resources are available for conducting this program (dollars, staff time, organizational commitment, materials, etc.)? ☐ Yes ☐ No ☐ Uncertain If not, why and what should be done about it?

A. Briefly, what are the major resources you have at your disposal to conduct this program?

1. Are your resources adequate to get the job done? ☐ Yes ☐ No ☐ Unceratin

2. Are you working to create additional resources for this program? ☐ Yes ☐ No If yes, what resources are you trying to get (and where are you trying to get them)? How are you trying to get them? What problems have you experienced in trying to get them? What, if anything, are you doing (or done) to solve those problems?

B. Are you satisfied with the administration of the resources available for this program? ☐ Yes ☐ No ☐ Uncertain If not, why and what should be done about it?

5. In your opinion, what are the major strengths or strong points of this program? (Please consider such items as the type of program in relation to other Appalachian Center program thrusts, client group, administration, program leadership, evaluation, resource, time span for the program, method planning, etc,)

APPENDIX VI

Youth Survey Questionnaire, 1975

4-H/Community Resource Development

1. **Name** ____

2. **Address** ____
   Street Town State

3. **County** ______________________

4. **Were your high school classes mainly.**
   1._____agriculture or vocational training
   2._____business or commercial training
   3._____academic (college prep.)

5. **Do you plan to go to college?** ☐ Yes ☐ No ☐ Uncertain

6. **Have you been a member of other clubs or groups such as Scouts, etc.?**
   ☐ Yes ☐ No If Yes, please name the clubs or groups ______________________
   ____

We would like to know something about your role in the CRD activities.

---

7. **How long did you participate in your 4-H CRD activity?**
   1._____attended camp only (or less than one month)
   2._____through the summer (or less than four months)
   3._____through part of the school year (or less than nine months)
   4._____through the entire school year (more than nine months)
   5._____still involved in 4-H/CRD activity

8. **How would you describe your role in the program? Did you participate as a:**
   1._____leader
   2._____active participant
   3._____participant
   4._____recruiter of other youth
   5._____other, please specify ______________________

9. **What type of 4-H CRD project were you involved in?**
   1._____beautification, anti-litter, or clean up?
   2._____youth advisory council to local government
   3._____project to aid Senior Citizens or a disadvantaged group.
   4._____youth recreation or teen center project.
   5._____political action group (such as informing citizens about a School Bond Issue).
   6._____employment project for teens.
   7._____political study group (such as learning about the judicial system or state legislature).
   8._____community improvement (such as raising funds for new fire house).
   9._____other, please specify. ______________________

10. **What was the general objective of the activities of your 4-H CRD group?**
    1._____help youth and adults learn to work together
    2._____help youth learn about the community
    3._____help youth learn leadership skills
    4._____improve the overall functioning of the community
    5._____design or complete a specific project (such as starting a youth center, or a clean-up campaign, etc.)
    6._____other, please describe ______________________

11. **Do you feel that you had the opportunity to lead or influence your group?**
    ☐ Yes ☐ No

12. **Did your project have continuing or lasting effects on the community, or was it a "one-shot" activity?**
    1.☐ continuing effect 2.☐ one-shot activity

13. During your project, who provided the basic leadership for your group?
1._____a youth member
2._____adult volunteer
3._____4-H program assistant
4._____4-H agent
5._____community leader
6._____no leadership provided

14. If your program was long term, what means have been used to keep the program functioning on a long term basis after your membership was completed?
1._____plans made by the youth themselves
2._____4-H agent
3._____adult leadership
4._____other, please specify _______________

We would like your opinions as to how well you think the 4-H CRD training (camps) prepared you for your 4-H CRD Project

---

15. What type of training camp did you attend?
1._____overnight
2._____1 day
3._____weekend
4._____3 days
5._____week
6._____did not attend camp, (skip to question 18)

16. How well do you think the training camp prepared you for your 4-H CRD work?
1._____very well
2._____adequately
3._____not very well
4._____no preparation

17. How do you think the training camps could be improved?
1._____need more time
2._____need better organization
3._____need different training materials
4._____need more effective leaders
5._____youth need more say in designing or conducting training
6._____need other types of resource people in the training
7._____camps are fine the way they are
8._____please specify other suggestions _______________

We are interested in your opinions concerning the Program Assistants who worked with the training and during the 4-H CRD program.

---

18. How long was the Program Assistant involved with your activity?
1._____camp only
2._____during the summer
3._____part of the school year
4._____all through the program
5._____there was no Program Assistant (skip to question 22)

19. Did the Program Assistant:
1. Provide effective leadership for your group? [ ]Yes [ ]No
2. Work well with the youth? [ ]Yes [ ]No

20. Did the Program Assistant work: [ ]part time [ ]full time [ ]don't know

21. Could effective leadership be provided if a program assistant did not work with the youth?
[ ]Yes [ ]No [ ]Uncertain

Next, we would like to know your opinions about the 4-h CRD project itself.

22. As your project progressed, what kinds of problems did you encounter?
1._____project was too large and was more than we could accomplish
2._____lack of youth leadership
3._____lack of adult leadership
4._____lack of member interest
5._____lack of cooperation (please specify) ____________________
____
6._____no problems

23. What problems did you have in dealing with adults?
1._____adults had difficulty listening to youth
2._____youth had difficulty listening to adults
3._____adults try to keep control
4._____other, please specify ____________________
5._____no problems

24. Was your group able to solve these problems of youth and adults working together? (Check one)
1._____we solved the problems
2._____we didn't solve the problems: why? ____________________
3._____we learned to work together despite our differences
4._____there weren't any problems

25. What problems (in any) that you encountered in the CRD program, do you think will be problems for other youth who will be involved with the program in the future?
1._____working with adults
2._____some aspect of the project
3._____lack of interest on youth's part
4._____lack of adult leaders
5._____other, please specify ____________________

26. What is the current status of your CRD group?
1._____not functioning
2._____new group working on same project
3._____new group working on different project
4._____don't know

27. What activities do you think CRD groups should be involved in? (Check all that apply)
1._____community improvement projects
2._____youth leadership training
3._____improving facilities for youth
4._____studying some aspect of local government
5._____helping senior citizens
6._____other, please specify ____________________

28. It was planned that your 4-H agent and program assistant would provide leadership to your group during the first few months, but the leadership would then be assumed by an adult volunteer leader. Did this happen with your group? [ ]Yes [ ]No

29. If your answer was Yes, what effect did this change over to volunteer adult leadership have on your group?
1._____group functioned better with agent or program assistant
2._____group functioned better with adult leader
3._____no noticeable effect
4._____other ____________________

30. Do you feel that your association with community leaders through the 4-H/CRD will enable you to work more effectively with adults or adult groups in the future?
[ ]Yes [ ]No [ ]Uncertain

31. Do you think the 4-H CRD program should be continued in your area? [ ]Yes [ ]No

32. In your personal evaluation of the program, did you:
1.[ ]Yes [ ]No learn leadership skills
2.[ ]Yes [ ]No learn more about the community
3.[ ]Yes [ ]No learn how to work with adults
4.[ ]Yes [ ]No gain more self confidence
5.[ ]Yes [ ]No gain a better understanding of how community decisions are made
6.[ ]Yes [ ]No other, please specify ____________________

APPENDIX VII

Staff Survey Questionnaires, 1975

4-H Community Resource Development
Extension 4-H Agent Questionnaire

1. In your county, how were youth recruited for the 4-H CRD program?

______School counselor

______4-H Agent

______Youth

______Other, please specify____.

2. Were you satisfied with this method of recruiting 4-H CRD participants?

______Yes

______No

3. Has the method of recruitment of youth been changed since the 4-H CRD program was started in your county?

______Yes

______No

If yes, please specify____

4. Were any specific efforts made to involve youth from low income families in the original 4-H CRD program?

______Yes

______No

If yes, please describe efforts____________________________________

5. After the first year of the 4-H CRD program have there been any specific efforts to involve minority youth or youth from low income families?

______Yes

______No

If yes, please describe efforts__________________________________

6. If no efforts were made, please indicate why______________________

____

7. If you were able to involve minority youth, or youth from low income families were there any special problems?

____

____

8. What do you think was the most effective way to present the 4-H CRD youth training?

______All night session

______1 day camp (overnight__________ or not overnight__________)

______Weekend camp

______5 day camp

______Other, please specify______________________________________

9. Were the Program Assistants effective resource persons in initiating and running the 4-H CRD program?

______Yes

______No

Comments (how)____

10. What type of Program Assistant(s) was used in your county to assist with the 4-H CRD program?

______Part-time Assistant

______Full-time Assistant

______Other, please specify______________________________________

Were part-time Program Assistants more effective in your program? Why?

11. How long was the Program Assistant(s) with the program?

______Training only

______Summer

______All through the program

______Indicate number of months if possible

12. If the Program Assistant(s) left before the project was completed, how did this affect the program?

____

13. Would you prefer:

______No Program Assistants

______Part-time, temporary Program Assistants

______Other arrangement, please specify______________________

____

14. Was community reaction to the 4-H CRD program favorable, neutral, or negative?

Comment____

What documentation exists______________________________

15. What financial resources were available for the program?__________

____

16. Were financial resources sufficient to accomplish the planned activities?

____

17. How were projects for youth chosen?

____

18. Who provided the primary leadership for the program after training was completed?

______Agents

______Adult volunteer leaders

______Program Assistants

______Youth

Comments__________________

____

19. Was the transition from Extension to adult volunteer leadership accomplished in your county?

______Yes If yes, what effect did this seem to have on the program?

______No If no, why was the transition not accomplished?

20. Should agents or adult volunteers provide continuing leadership for the 4-H CRD program?

____

21. How successful were the youth in completing their projects? ________

____

22. Has the program been continued in your area? Please describe the extent, activities, successes, and problems.

____

____

____

23. What was total youth enrollment in your county 4-H CRD program?

______1973

______1974

______1975

What reasons can you identify for changes in enrollment? __________

____

24. How dependent is the success of this program on agent interest? Should it be initiated state-wide, or adopted on a selective county basis? Please indicate your reasons.

____

____

25. What were the main problem areas in the program?

______Financial

______Schedule conflicts (youth)

______Schedule conflicts (agents)

______Lack of adult volunteer leadership

______Lack of community cooperation

______Other, please specify____

____

26. Please estimate, in days per month, the amount of time you devoted to the 4-H/CRD program during the first two years.

1st year _________ days per month

2nd year _________days per month

27. Do you feel that the program justifys the time and resources devoted in it?

______Yes

______No

Why____

28. Should the program be continued?

______Yes

______No

Why____

29. If yes, for what age groups?_______________________________________

30. Have other county office staff been involved in the 4-H/CRD program?

______Yes

______No

Please describe how and to what extent______________________________

____

31. What would you identify as strengths of the program?_______________

32. What would you identify as weaknesses of the program?______________

33. Do you have any suggestions as to how the program could be improved?

4-H/CRD State Staff Questionnaire

1. What changes have been made in the program? Have the original objectives and goals of the program remained the same?__________
2. What, in the sense of program implementation and realistic goal achievement, was learned about the program?__________
3. What new directions has the program taken?__________
4. What were the specific problems? Were they solved, or how were they resolved?________
5. Should the program be adopted on a state-wide basis, or only in counties that meet certain selection criteria?__________
6. What factors should be included in these selection criteria - agent interest, commitment to the 4-H/CRD Concept, staff availability, successful recruiting, timing of the program, or other factors?__________
7. How should the program be evaluated?__________
8. What type of youth activities should be included in the program?_______
9. Can the program be successful without the adult leaders?__________
10. Are Program Assistants, in reference to the above question, being hired to replace the adults? Are the PA's hired full or part time, and are they considered temporary or permanent, and is their role the same as it was when the program was begun?__________
11. Should the program be directed at a specific client group, such as low income or minority youth?__________
12. The youth questionnaires indicate that their main problem with CRD is "lack of youth interest." How should this attitude be changed?_______
13. Scheduling problems with youth were a problem when this program was begun - has this situation been resolved?__________
14. The following is a list of agent responses as to how the 4-H/CRD program could be improved, or changed. Do you have any comments?

    1. The CRD program should be taught as a 4-H activity in the schools.

2. Agents need to know what is going on in other county CRD programs.

3. There should be state-wide activities or area workshops for CRD youth.

4. Adult leadership training is urgently needed, and agents themselves expressed an interest in receiving more training in this area.

15. Do you have other comments or suggestions about the 4-H/CRD program?